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A primer of
BOOK CLASSIFICATION

A PRIMER OF
BOOK
CLASSIFICATION

BY

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PREFACE

THIS PRIMER has been prepared as a complement to the existing text-books, and its treatment of the subject follows a similar order. Many details have been duplicated in an attempt to provide, in a handy and inexpensive form, the essential material for a rapid yet thorough revision. Throughout, the subject is considered from an examination point of view, an effort being made to provide stimulus and to encourage individual thought.

The Classification Tutors of the Association of Assistant Librarians—Miss M. S. Taylor, Messrs. Chandler, Halliday, Micklewright, Reynolds, Walford and Wisker—have generously placed their varied knowledge and experience at my disposal, while my thanks are also due to Mr. L. A. Burgess for helpful notes on certain topics.

The debt to existing literature, especially the works of Mr. W. C. Berwick Sayers, is obvious.

W. HOWARD PHILLIPS

May, 1937.

PREFACE TO REVISED EDITION

The opportunity has been taken of revising throughout, with the addition of further details on many topics. In particular the chapters on the Bliss, Brown and Dewey schemes have been brought up-to-date and a much needed index has been appended.

W.H.P.

December, 1945

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THE THEORY OF CLASSIFICATION

THE term *classification* applies to the process of arranging *individuals*, i.e., individual objects or ideas, into groups according to their degrees of likeness, and combining these groups into still larger groups. The process is completed when a single all-embracing group which contains all individuals is reached. The term *division* refers to the reverse procedure. Here a single group is subdivided according to some quality possessed or not possessed by some of the individuals it contains. The sub-groups thus obtained may be further subdivided in the same way, until further division is impossible or unnecessary.

Generally speaking, both these processes are referred to as classification, and it is said that classification is a separating as well as a grouping process, it collects like things and separates unlike things.

Classification is probably the simplest method of discovering order in the bewildering multiplicity of nature. It is a process of sorting, ideas or objects are collected into groups, and these groups stand for certain qualities which its members possess. In the history of every science, it is the first method to be employed—so much so that some sciences are known as "Classificatory Sciences". Jevons has assessed the relationship between science and classification in the following words "Science is the detection of identity, and classification is the placing together, either in thought or in actual proximity of space, those objects between which identity has been detected. Accordingly the value of classification is co-extensive with the value of science and general reasoning. Whenever we form a class we reduce multiplicity to unity, and detect, as Plato said, the one in the many."¹ Classification not only assists the memory by arranging individuals into groups, but expresses the relationships of things and leads to the discovery of their laws.

Classification is essentially a mental process, we group or separate according to our concepts or ideas of the individuals. The mental process of separation or grouping is called *abstraction*. It is an aid to the memory and reasoning power. Nothing can be identified without it, in fact all thought and reasoning may be said to consist of classification.

¹ Jevons, J S, *Principles of science*, 1874, Vol 2, p 345

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When we recognise "a little black dog," we distinguish the dog as an animal from all other mammals and further identify it by recognising size and colour. Similarly when we *know* that water is wet, that a fire is hot, that a ball is round, that chickens lay eggs, that cows give milk, that birds fly, that caution is necessary when crossing a busy thoroughfare, we automatically employ classification. Everyday life abounds in the use of classification, however elementary. The arrangement of a railway time table, the display of goods in a shop window, on the counters of a chain store or on a coster's barrow, the allocation of seats in a theatre, the usual separation of money into coins and notes—these examples can be multiplied indefinitely.

J S Mill says that the purpose of classification is primarily "to facilitate the operations of the mind in clearly conceiving and retaining in the memory the characters of the objects in question."

A general classification sets out to cover the whole field of knowledge, a special classification to classify the branches of one section of knowledge.

NATURAL AND ARTIFICIAL CLASSIFICATION

The idea, quality, likeness, or unlikeness by which individuals are grouped or separated is called the *characteristic* or principle of division.

A bundle of rags might be divided into various groups according to material, colour, size, or cleanliness, these are the various characteristics governing the respective groupings. If the rags are sorted according to material, all rags of silk will be together and separated from groups consisting of woollen rags, cotton rags, and so on. A distinguishing factor, fundamental to the nature of every rag, is used. This characteristic is called a natural one, and the results of the grouping a *natural classification*. A natural classification may be defined as one which groups or separates a series of individuals according to their fundamental likeness or unlikeness. It is implied in *homology*, i.e. the likeness which resides in individual things constructed on the same plan.

Any piece of silk (or cotton) could be of any colour, size, or state of cleanliness, and still be a piece of silk (or cotton), so that if the rags are sorted into groups of similar colour, size, or according to their degrees of cleanliness, the basis of division depends on an accidental quality, called an accidental characteristic. If the characteristic *cleanliness* is used, the mere action of rubbing a rag on a dirty floor might

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qualify it for inclusion in a different group. The resultant grouping is called an artificial arrangement—an *artificial classification*. This may be defined as one which groups or separates a series of individuals according to some external or accidental likeness or unlikeness. It is the result of reasoning by *analogy*, i.e. the likeness between individuals having a similar function, appearance, or purpose. The rags composing the groups would show a likeness of colour, size, or cleanliness according to the characteristic chosen, and this likeness would be obvious at even a superficial examination. This is an advantage of most artificial classifications.

Theoretical classification is an attempt to formulate a scheme of mutually exclusive and collectively exhaustive categories, based on the most important characteristics and relations of the individuals concerned. The more closely a classification approaches this ideal arrangement the more claim has it to be called a natural one. A classification which deviates from this ideal, as usually happens when it is made for some practical purpose, is called an artificial one.

Natural and *artificial* are only descriptive terms. The classification of plants by Linnaeus was, at the time of its formulation, considered severely natural. This classification grouped plants into two main classes¹

(1) Flowers present (divided into groups according to the presence, size and number of stamens and pistils)

(2) Flowers absent

This scheme is now obviously artificial. In the same way a future scientific discovery may make obsolete and artificial many of our present day natural schemes.

The important distinction of natural classification is that from the main quality or difference, which decides the group, further qualities can more obviously be inferred in that group. This may be further explained. In one of the earliest classifications Birds were defined and grouped as "Flying animals."² In modern natural (biological) classification, for the purpose of definition, a certain prominent and fundamental quality, or qualities, is selected as the difference, e.g. Birds are defined as "feathered vertebrates" or "feathered bipeds." In addition to this special quality, it is found that all birds have other qualities (or properties)

¹ and ² Sayers, W. C. B., *Manual of library classification*, p. 944, pp. 31-32)

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in common, e.g two wings, two legs, two eyes, a beak, warm and rich blood, quick breathing, a strong heart, perfect digestion, great activity, and so on. Thus, once it is realized that a certain animal is a bird, i.e a feathered vertebrate, it may be inferred that it will possess wings, legs, a beak, warm blood, will lay eggs, etc. This is called the *correlation of properties*. Thus the qualities inferred from "feathered biped" greatly exceed those inferred from "flying animal". All logical inference implies classification.

TERMS

Returning to our previous example, if the colour grouping of Rags is transcribed to paper we have

RAGS
Blue Rags
Red Rags
White Rags
Yellow Rags
Etc

The written words are called *terms*, the written statement of the subdivisions is called a *schedule*, the group, Rags, is called a *class*, and the sub-groups, Blue Rags, Red Rags, etc., its *divisions* or *subdivisions*.

The single class Rags may also be called a *genus*, the division, Blue Rags, a *species*. By adding the quality, Blue, to the genus, Rags, we obtain the species, Blue Rags. Similarly by adding the quality, Red, we obtain the species, Red Rags. The qualities blue and red are called the *differences*.

$$\begin{array}{l} \text{Genus} + \text{Difference} = \text{Species} \\ \text{Rags} + \text{Blue} = \text{Blue Rags} \end{array}$$

The characteristic is really an idea, i.e. the basis of the various differences which govern the division (or groupings) and the selection of the differences. In the above schedule colour is the characteristic, and blue, red, white, and yellow are the differences.

PREDICABLES

The terms genus, species, and difference belong to a group of logical terms known as the *Five Predicables*, which state all the possible relations a predicate may express concerning a subject. These were advanced by the Greek logician, Porphyry, and may be defined

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Genus A series of objects or ideas (or a term which represents these things) which can be divided into two or more groups called **Species**.

Species are therefore the groups into which the genus may be divided.

Difference is that quality added to the genus to form the species

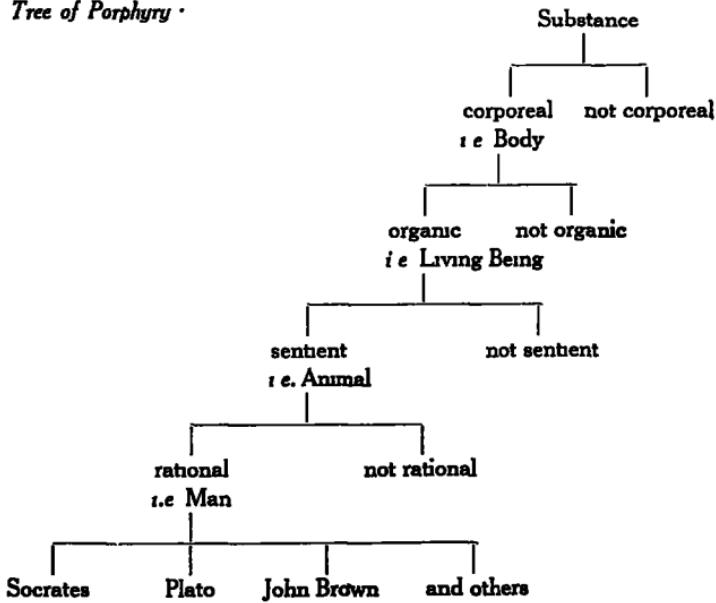
Property is a quality common to every member of the genus, but which is not confined to that genus and is not essential to the definition of that genus A property of Rags is the quality of being pliable

Accident is a quality which may or may not be possessed by any member of the genus Its possession is a pure accident and has no fundamental connexion with any member of the genus As has been shown, an accident can frequently be used as a difference, e.g. the colour or size of a rag.

The principles laid down in the Predicables govern all classification, for all division proceeds by the addition of differences to the genera.

TREE OF PORPHYRY. MORE TERMS

The first three predicables are simply illustrated in the well-known *Tree of Porphyry*.



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Substance is the genus, to which is added the difference, the possession of corporeality, to obtain the species Body, and so on down the Tree to Individual Man. It is seen that Body, Living Being, and Animal can be treated both as genera and as species, e.g. Body is a species of substance and a genus with regard to Living Being.

In technical language, Substance, the single all-embracing class from which the division commences, is called the *summum genus*. The intermediate classes, Body, Living Being, and Animal, are called *subaltern genera* and the class or classes with which the division ends the *infima species*. The term Substance is said to have great *extension* and small *intension*, while John Brown has great intension and small extension. By this we mean that the sum of the objects or ideas covered by the word Substance is great, but the qualities implied are few. On the other hand, a particular John Brown covers but one individual person, and the qualities implied are many—all those that distinguish John Brown from every other man who lives or has lived, as well as, of course, those which distinguish Man from Living Being, Animal, etc.

The extension of a term is the aggregate of objects covered by that term. The intension of a term is the aggregate of qualities implied by that term, or, in other words the minimum qualities necessary for the definition of the term. Thus there are two ways of looking at a term. In extension we regard it as a class name which "covers" a certain thing or number of things; in intension we consider it from the point of view of its meaning or qualities. For the purpose of our study, the extension or intension of a term are synonymous with the *denotation* and *connotation* of that term.

Connotation = Intension = Qualities = Dictionary definition

The connotation or intension of the term "Library" is the qualities of a library, i.e. a place where books are kept, where they may be read, borrowed, etc. The denotation or extension is the objects covered by the term, i.e. all the individual libraries of the world, all those that exist, have existed, or will exist. If the term "Public Library" is considered, the qualities are increased, since there are special characteristics of a public library not applicable to all libraries. The number of objects, however, has decreased. Similarly with the term "Dagenham Public Library," the connotation is far greater than that of "Library" or

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"Public Library," while the denotation has decreased until one object only is covered by the term

It follows that in any schedule, formed by adding differences to the genera, the terms in the order of the hierarchy gradually increase in intension and decrease in extension. A genus has always greater extension than its species and, similarly, the species have always greater intension than their genus.

The value of the Tree in the study of classification has been overrated. It was not advanced as a classification of knowledge, but merely as an illustration of Porphyry's theory that all things are inter-dependent. As a classification it is very incomplete. Many biological steps are missing, and it places but one topic only, Individual Man. The Tree is of value, in that it is a simple example of a *hierarchy*, i.e. a series divided in ranks or orders, and a clear illustration of a method of subdivision, known as *dichotomy* or *bifurcation*. The division is said to be dichotomous when at each step every class is subdivided into two, and only two, sub-classes, one of which is a positive class and the other its contradictory or correlative negative class. This method has slight theoretical or practical value, partly because at each step one of the two groups is merely negatively characterized.

FORMAL RULES OF DIVISION

The advantage of dichotomous division is that it ensures that no branch of the genus is omitted and ensures conformity with the formal rules of division, as accepted by logicians. The Tree is useful as it furnishes a simple, clear illustration of these rules, which are:

(1) *Each step must be based upon a single principle of division* — in other words, the characteristic must be used consistently at each step of the division.

(2) *Co-ordinate classes must be mutually exclusive*. Co-ordinate classes are classes of the same order, equal in rank, degree or importance. A breach of the first rule involves of necessity a breach of the second.

The Tree obeys these rules. To obtain Living Being the difference *organic* is added to Body. Thus excludes from the class, Living Being,

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every other type of Body, which would be grouped with Non-Organic Body In the example quoted on p 12 the characteristic used was colour, the single characteristic was consistent If, however, another characteristic, say, Material, were introduced, the result might be

RAGS

Blue Rags.

Cotton Rags

Red Rags

Silk Rags

Velvet Rags

White Rags

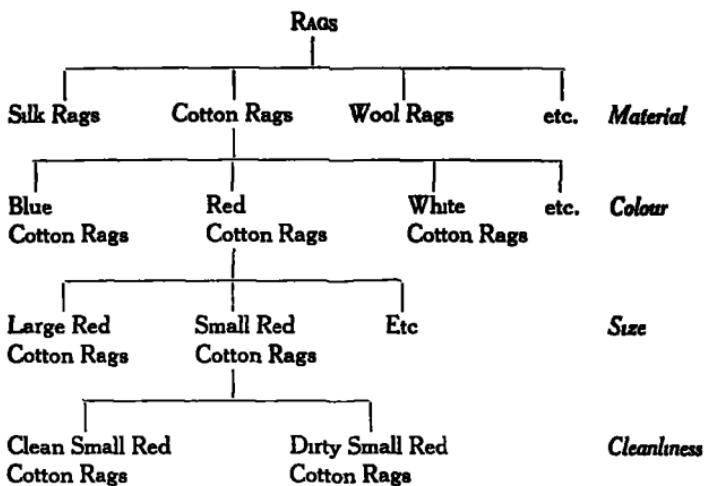
Etc.

Here two characteristics govern the division at one step, the characteristic used is inconsistent, and cross division or cross classification has resulted A silk rag may be blue, red, white, or any other colour, and so could be assigned to more than one place in the classification , the classes are not exclusive. Non-exclusive classes involve the separation of like things , thus, on the definition of classification, cross classification at any one step is logically inadmissible

Terms must also be used consistently without ambiguity of meaning Such is the limitation of our language, that, in many cases, the meaning of terms used must be defined at different places in the schedules to ensure this condition Full definition of the meaning and use of terms becomes necessary in the schedules of any detailed classification scheme where any ambiguity may arise

It does not follow, of course, that one characteristic must be used consistently throughout the classification. This is impossible in practice , in fact, the division of a topic may be indefinitely extended, and is limited only by the number of principles of division which may be theoretically introduced For example, Literature may be divided by language, form, and period , History by geography and period, and so on When grouping Rags, all the characteristics mentioned may be used, and the final groupings would still obey the two rules

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Each step has been based on a single principle of division, and the co-ordinate classes are mutually exclusive

(3) *Co-ordinate classes must be collectively exhaustive, i.e. co-extensive with the sumnum genus* This does not mean that division should be carried out to the most minute detail, but merely that the sum of the species should equal the genus—that there is nothing omitted which should be included in that genus. The sum of the things covered by the two classes, Corporeal Body and Incorporeal Body, in the Tree gives the total covered by Substance, i.e. the denotation of Substance. If the classification were considered to commence at Body, the total number of things covered by Organic Body and Non-Organic Body would equal all those covered by Body. In more logical language, the sum of the denotations of Organic and Non-Organic Bodies equals the denotation of Body, the sum of the denotations of the species should equal the denotation of the genus. Complete actual exhaustiveness cannot be obtained even in a special classification for some such single subject as Chemistry, Physics, or Psychology. Provision must be made at any stage of the subdivision for the inclusion of new topics as they arrive. *The schedules must be expansive*

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These three rules define the formal conditions to which a classification should conform, but they are obviously not sufficient to ensure that the result would be of practical or theoretical value. The practical or theoretical requirements can only be defined by reference to the *purpose* and use to be made of the classification. The purpose governs the method of division. A quilt-maker might quite conceivably arrange his rags according to colour, while a rag-picker might group rags into "Dirty Rags" and "Clean Rags". Both arrangements are essential to the purpose in hand and the characteristics thus chosen are called *essential characteristics*. In both cases an artificial characteristic has been used, it does not follow that the essential characteristic is a natural one, or that a natural grouping is the best for every purpose.

Again, a classification of plants formulated to assist identification would differ from one formulated to exhibit their important botanical features. Both characteristics used here would be natural ones, the natural characteristic of any group of objects is not necessarily limited to one only.

The purpose of the classification governs the extent of the subdivision. A classification of flowering plants for scientific purposes would be subdivided in detail with the avoidance of any jumps in the hierarchy. On the other hand, a classification of flowering plants for an amateur gardener might contain only a few broad divisions—the purpose of the grouping would demand no more detailed treatment.

The following *four* rules, then, govern theoretical classification and the subdivision of any group of individuals.

(1) Characteristics must be used consistently at each step of the division.

(2) Classes must be mutually exclusive terms must be used in an invariable sense throughout.

(3) Division must be exhaustive.

(4) Characteristics used must be essential to the purpose of the classification.

These rules may be compared with the Canons of Classification advanced by Mr. W. C Berwick Sayers¹:

(1) Division proceeds from terms of great extension and small intension to terms of great intension and small extension.

¹Sayers, W C B, *Introduction to library classification*, 1943, p 15.

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- (2) The process must be gradual, each term modulating into the term following it, and the whole perfectly co-ordinated
- (3) Characteristics chosen as the basis of division must be essential to the purpose of the classification
- (4) Characteristics must be consistent
- (5) Terms used must be mutually exclusive
- (6) Enumeration of parts must be exhaustive

It is essential that the rules already outlined be considered as *theoretical* precepts. Their real significance should be understood and their value to the study of classification, particularly book classification, should be estimated. In considering the above Canons, it should first be realized that they are of more or less recent origin, but were undoubtedly based on those fundamental principles which have been illustrated in the Tree of Porphyry for centuries. It is hardly correct to say that the Tree *obeys* the Canons.

On a more detailed examination, we find that the first Canon has little theoretical or practical significance. It is merely a statement of fact, all division proceeds by the addition of differences to the genera and thus *automatically* obeys the rule. This rule does not govern the order of any division.

The practical limitation of the second Canon should be realized. Gradual division with complete modulation of terms is possible only with the classification of specific topics. In any division of the main branches or knowledge, or even subsections of these branches, gradual division with modulation of terms is impossible. Many of the groups formed here bear an equal, or horizontal, relationship one to the other. No attempt, however ingenious, can succeed in producing the ideal arrangement and modulation in the order of the subdivision as suggested in the Canon. The nearest approach to an outline which would show the true relationship between the divisions would be a diagrammatic "family tree"—impossible to indicate conveniently on a printed page. In practice, the need for gradualness, and the extent of the division depend on the purpose of the classification.

The remaining Canons follow closely the fundamental logical rules governing division.

BOOK CLASSIFICATION

To a librarian *classification* means -

- (1) The printed schedules of a system by which books and entries in a catalogue may be arranged in a systematic order
- (2) The placing of books according to these schedules and the arrangement of books or entries in the order of the schedules

KNOWLEDGE AND BOOK CLASSIFICATION

Knowledge classification¹ may be divided into three broad categories

- (1) Logical
- (2) Philosophical
- (3) Scientific

Logical classification may be stated to be a mere exercise in logic, it is frequently division by dichotomy as in the Tree of Porphyry

Philosophical classification could be defined as the ground plan on which a philosopher organizes his researches into the ultimate realities, and by which he endeavours to communicate to others his conception of the reason and meaning of the Universe

Scientific classification seeks to formulate a scheme of mutually exclusive and exhaustive categories based on the most important characteristics of the things concerned and on the actual relationship between them

The essential difference between knowledge and book classification is that the former arranges knowledge itself, its substances tangible and intangible, while the latter arranges the expression of this knowledge in written or other form. A knowledge classification is abstract, for *ideas* only are arranged, whereas a book classification is concrete and concerned with *ideas* in their *written representation*—a much more complex form. Knowledge classification is based on preconceived ideas, essentially superficial, which depend upon personal or current theories and which a new doctrine might upset. Books are actual indivisible objects and their form and purpose—recreational, educational, and literary—demand special treatment in any attempt to arrange them systematically on the shelves of a library. Here the practical aspect of

¹ See *Encyclopaedia Britannica*, 11th ed. Vol 6 pp 461-2

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the purpose of book classification comes to the fore, it becomes a method, not only of arranging ideas in the mind, but more essentially of collecting together actual things that are *used together* so that they may be found easily. Thus the essential difference between knowledge and book classification lies in their respective purposes.

In the past, various principles have been used as the basis of this arrangement of books.

- (1) Size.
- (2) Orthodoxy
- (3) Colour of Binding.
- (4) Value, format (rare binding, book rarities, etc.)
- (5) Value, literary
- (6) Accession number
- (7) Chronology, date of publication.
- (8) Chronology, by period
- (9) Popularity, Interest
- (10) Press and publisher
- (11) Author and title
- (12) Language
- (13) Geographical place, of publication
- (14) Geographical place, of subject-matter
- (15) Subject, alphabetical
- (16) Subject, systematic

VALUE OF BOOK CLASSIFICATION

Libraries exist for the provision of books for readers, and their stocks should be so arranged that the service is as prompt and effective as possible. Books are read because their contents interest, provide information, or give pleasure. The majority, excluding fiction, are required on account of their subject-matter irrespective of size, title, or even author, although many readers do, of course, link their reading with a particular author or title.

Many of the earlier bibliographical schemes arranged books according to their size. This characteristic has no relation to the contents of books, and therefore fails in the attempts to fulfil the requirements of most readers. Arrangement by author is more useful, but if books with a definite subject-interest were arranged in this manner, the reader looking

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for works on a specific subject would be greatly inconvenienced , he would be compelled to examine many hundreds of books, perhaps fruitlessly A demand for information on a particular topic would tend to collect, if only temporarily, the books on that topic, and these would be classified by subject over and over again as the need arose

On the other hand, if books were arranged according to their subject-matter, all borrowers would be reasonably served, those requiring books by certain authors being catered for by an alphabetical array of entries in the catalogue Classification by subject is essential, if only as a direct economy in collecting books into subject-classes once and for all

Modern book classification arranges books primarily by subject, but many of the methods noted above are used in the final arrangement on the shelves In particular, author and title arrangement are employed within the specific classes

It has been said that "Classification is the foundation of librarianship." This statement is supported by the following accomplishments of a systematic book classification

(1) Arranges books in an order convenient to the reader and the librarian

(2) Is essential for systematic, comprehensive, and representative book selection and for thorough revision and withdrawal of stock

(3) Enables books to be inserted into organized groups, and is a means by which books may be returned to their former relative position on the shelves

(4) Analyses the contents of books for readers , through the medium of the catalogue, refers the public quickly from the catalogue to the books, and is the means by which the stock may be effectively and clearly guided

(5) Facilitates book display and the withdrawal of certain books from the main stock for any special purpose It assists the librarian in making up his collections for the branch libraries or lending centres from the central stock

(6) Is frequently used as the basis of recording issues and facilitates the compiling of various kinds of statistics, thus reflecting the demand on various sections of the stock

(7) Through the medium of shelf and stock registers enables thorough and efficient stock-taking to be made

BOOK CLASSIFICATION

- (8) Can be used for the systematic filing of correspondence, fugitive material, prints, photographs, etc.
- (9) Is of value in bibliographical research and the compilation of bibliographies, catalogues, book lists, etc
- (10) In all, is a great time-saving device for both the reader and the librarian

A book classification lives or dies by its success or failure in providing this practical convenient grouping of books. The first accomplishment embodies the vital condition. Books should be arranged in such a manner that the needs of the readers, both layman and student, are best served. The majority of readers who require information on a specific topic do so, not because they wish to study that subject in detail from the general to the particular, but because their interest has been momentarily roused by a chance contact with that subject. Public libraries exist to provide the "right book to the right man," or, as Ranganathan puts it, "to every book its reader" with the greatest possible saving of time for both staff and reader.¹ The classification of books should assist in the realization of this ideal.

The schedules of a book classification are maps of knowledge which teach logical thought and have "real value to others than those who serve in a library, in furnishing facts, suggestions, and subject outlines, and in helping to classify information."²

DISADVANTAGES OF SYSTEMATIC BOOK CLASSIFICATION

No book classification assembles at one point *all* that a reader may require on a topic. In practice, books are scattered according to treatment, nature, viewpoint, and size, and the works of an individual author are separated. It is impossible to arrange topics in a schedule, or books on the shelves, in such a manner that every point of view and all relationships, practical and theoretical, can be shown. For example, Psychology is nowadays linked with Medicine, Education, Logic, Industrial Management, and many other topics. These relations cannot be shown conveniently either in the hierarchy of schedules or in the grouping of books on the shelves. If, say, the books on Industrial Psychology are placed with those on Pure Psychology, the Industries

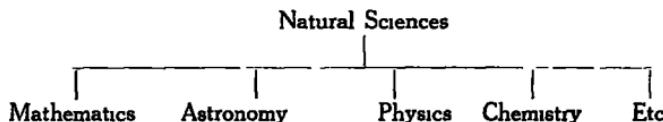
¹ Ranganathan, S R, *Five laws of library science*, 1931, Chapter V

² Mann, M., *Cataloguing and classification*, 1943, p 47

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class would be weakened, and vice versa By means of entries in the catalogue only may this deficiency be overcome

Owing to the form of the printed page, it is impossible to show the real relationships that exist between topics within the same class We are limited to the recognition of *vertical* relationships that might exist, while all *horizontal* relationships must be ignored It is obvious that in many instances the topics within a class are of equal importance, bearing a relationship to each other as that of "brother to brother," not as that of "father to son," which alone can be demonstrated For example, the subjects covered by the class Natural Sciences would be shown in relationship more correctly by a form of "family tree," thus



The books on the shelves would need to follow a similar arrangement if they were to be presented in their true order

A book classification collects only the most readily available resources of a library on a specific subject, and often by its detailed subdivision separates material on a specific subject Other practical conditions affect the classified arrangement of books and detract from its value. Chief of these are, difficulty of shelving in the order of the schedules, inadequate cataloguing and guiding, incorrect replacement of stock by both staff and readers, untrained staff and lack of assistance to readers and even the sometimes limited intelligence of readers We assume that the reader understands book classification, but usually "he neither makes nor does he seek sense in the arrangement "¹

Miss Grace Kelley lists thirteen "elements" affecting the usefulness of book classification ²

- (1) The changing order of knowledge which makes impossible the static perfection of any classification system
- (2) Only one relationship of many that might exist can be shown in the shelving of books
- (3) The nature of systematic classification, which separates parts from

¹ Kelley, G. O. *The Classification of Books*, 1937, p. 17.

² *Ibid Chapter IV.*

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the whole, and which sometimes results in forced and useless division.

(4) The general obscurity and complexity of any systematic order in comparison with the more easily comprehended orders such as alphabetical or chronological

(5) The tendency of any student or specialist, even the interested reader, to organize a field of subject matter about his own and immediate interest

(6) The contents make-up of books, which, as written and printed, interferes with the satisfactory application of books of any system of classification

(7) The general impracticability of reclassifying old books on any wide scale, as new expansions and re-construction appear

(8) The inadequacy of training in librarianship for preparing students to recognize and cope with many of the difficulties met with in the actual work of classification

(9) Poor and faulty work of the classifier in difficult and unfamiliar fields

(10) The too-frequent tendency to determine classification by the intrinsic subject matter of a book rather than by the use and purpose for which the book was written

(11) Inaccurate and make-shift decisions due to poorly constructed and out-of-date tables of classification

(12) Absence of books and groups of books for various reasons from their position on the shelves, also the unavoidable and marked disorder of books which are used frequently

(13) Long and confusing notation for many specific subjects

KNOWLEDGE CLASSIFICATION AS A BASIS OF THE SCHEDULES

It has been widely advocated that a book classification should be based on the schedules of a knowledge classification, that

(1) Book classification is a knowledge classification with adjustments conditioned by the physical form of books

(2) Book classification should follow as nearly as possible the "order of things in the order of complexity, of history, or of evolution"

It is maintained that the subject classification of books should be "natural" and should follow the *order of the sciences*. The evolutionary order of the classification of Zoology has been generally accepted as a

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perfect example of a natural classification. This arranges the animal kingdom by *structure* and is so formulated that any animal, if it were anatomized, could be placed in one specific class and no other. On the other hand there is no system of bibliographical or knowledge classification, in which every published book could be accommodated in one inevitable or agreed place in an inevitable or agreed order. In addition, it is only in the Biological Sciences that the evolutionary theory, i.e. of various types of animals and plants developing by descent from other pre-existing types, can be supported by accepted scientific fact and study. Some doubt still remains as to the exact steps in this developing progress, so that the one so-called evolutionary order is still a matter of dispute. In other branches of knowledge, the meaning of evolutionary order varies, being treated as an historical, simple to complex, complex to simple, or a logical order. In any case a large proportion of knowledge found in books is "man-made." To attempt to trace an evolutionary or a natural order in the divisions of such subjects as Engineering and Politics, or to arrange books on these subjects in such an order is absurd.

It must be emphasized that in the Biological Sciences only is this theoretical order supported, in any way, by accepted fact.¹

JEVONS'S STATEMENT

Jevons, a specialist in logical method, stated that the "classification of books is a logical absurdity." This statement has been removed from its context and criticized by those who claim that a book classification is a knowledge classification "plus."

Jevons's criticism was directed mainly at the classified catalogue and at the claims that book classification was merely a development of knowledge classification. He argues that entering under the author's name is the only practical method in a large library, but adds that this should be supplemented by a subordinate subject catalogue and index. The continued use of the dictionary catalogue and the full alphabetical indexes appended to the classified catalogues show that his criticism was based on common sense and a sound knowledge of the objects, difficulties and limitations of the classification of books.

Jevons illustrated his argument by pointing out the difficulty in classifying a book on the "Steam Engine" because of the variety of

¹ *Library World*, Vol. 46, 1944, pp. 156-158

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its aspects This illustration has been ridiculed on the grounds that Jevons did not realize that although the book is diverse in its treatment, the subject itself, the steam engine, is simple in character, and can thus be classified with ease It is obvious, however, that the steam engine can, as Jevons asserted, be classified from various view-points, and is thus being classified in modern bibliographical schemes As he suggested, the attempt to tie down the schedules of a book classification to those of a natural classification of the sciences must be abandoned, as it has been in all major book classifications

From the point of view of knowledge classification, book classification is a logical absurdity The existing book classifications of any practical value consist of several individual classifications, inconsistent with each other, and bound together only by the notation and elaborate indexes to the classes and to the books These schemes fail miserably if judged by the standard of knowledge classifications or, indeed, if assessed by the so-called "Canons" of book classification Yet all are successful to a lesser or greater extent in fulfilling the requirements of a good book classification What, then, should be the basis of the schedules of these practical classifications?

CONSTRUCTION OF SCHEDULES

As we have seen, even in theoretical classification, the *purpose is* of paramount importance Richardson has said, "Books are collected for use They are administered for use, and it is use which is the motive of classification "¹ The primary purpose of book classification is the arrangement of books in some order convenient to both the reader and the librarian It seems obvious therefore that this purpose should be kept in mind in any attempt to formulate the schedules of a book classification

The classification of books should be based on the actual matter of books, not on ideal theories of universal order Books are written to answer needs, and their function is to present ideas—*ideas in association* This association of ideas is held in common by the authors of the books and by the readers of those books Books naturally sort themselves into usable groups according to this association Any arrangement of books by content should be based on this fact, and this criterion above all

¹ Richardson, E. C. *Classification*, 1930, p. 26

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should underlie all book classification. This embodies a subjective approach as opposed to the "natural" method, which demands an objective approach. Each main group of knowledge is itself defined by its subjective line of approach and the relation between topics within these groups is one of specialized association of ideas. Books should therefore be arranged according to the needs expressed in their use, the underlying practical motive being that *books which are used together are collected together on the shelves*.

The principle of subdivision within the main subject groups would, wherever possible, utilize the methods adopted by students or specialists in that subject. History would be divided chronologically within the country, Art by Schools, and so on. In the Natural Sciences, particularly Botany and Zoology, where the subject is studied systematically, the order of the schedules would tend to follow that of scientific method. The pure order of the sciences and the extent of the subdivision may need to be altered according to the need and form of books, for, as Richardson says, a too strict insistence on the schedules following the order of the sciences would often miss the real spirit of book classification. Again a too detailed subdivision might not be practical or convenient for the reader.

These adaptations are more in obedience to the law of convenience than a justification of the scientific virtue or authority of these specialist classifications, for it is found that the literature of these subjects and the study of this literature tend to follow the theoretical order. The most useful order in other classes is prescribed by the fact that readers are accustomed to look for topics under familiar and accepted heads, and that certain subjects are popularly yet not logically related. Here the order becomes one of practical convenience and the best method of subdivision, particularly of minute subdivision, is frequently the alphabetical.

The ideal method of obtaining this subdivision would be somewhat similar to that adopted by the Library of Congress, i.e. based on the actual needs of a comprehensive collection of books. The schedules of the individual classes would be formulated by specialists in these subjects, who would make a general conspectus of each main class and then plan an outline. The books contained under each wide subdivision and how they conveniently group themselves according to use would be

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noted. Like books would be brought together, and books which are used together would automatically group themselves in proximity.

As Miss Margaret Mann shows,¹ books *do* classify themselves into rough groups according to their use—she cites as an example a collection of books on Architecture which conveniently separate into groups:

- Architecture
- General
- Form.
- Architectural details
- Styles of architecture
- Special classes of buildings
- Architectural design and decoration.
- Miscellaneous
- Books for special classes of readers

Each group may again be divided as minutely as the stock and the need of readers demand. It will be found that books within the class "Architectural details" fall into groups on specific details such as doors, windows, arches, etc. Again, under doors the books will further divide into those on iron doors, wooden doors, glass doors, and so on.

Every class, specific subject, and aspect of a subject would be expanded in a similar manner and the written schedules designed accordingly with places for every need. The finished result would consist of a series of special classifications, each designed by experts with due regard to their specialised knowledge of the subject, yet according to the needs expressed in the use made of actual books—the primary need of book classification. The use made of books does not always demand detailed subdivision in the schedules. It has been said that "classification which subdivides the material so minutely that it tends to group together a very small percentage on a specific subject is too detailed and therefore not practical,"² and that "more attention should be given to the sorting-out of books into larger, clearly related, and concrete groups of subjects, a method that will furnish general and reliable assistance to a greater number of people."³

¹ Mann, M. *Cataloguing and classification*, 1943, pp. 31–43.

² Kelley, G. O. *The Classification of books*, 1937, p. 20.

³ *Ibid.*, p. 59.

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These special classifications, with additions discussed later, must afterwards be linked together to form a complete schedule covering knowledge in general as presented in books. It has been advocated that the main classes should be arranged in an evolutionary order. The literature of classification outlines an astounding fairy story of an absolute order of knowledge, of classes emerging in a certain fixed order, Astronomy preceding Geology and so on, and insists that the main classes of a book classification should follow this order. Briefly it can be said that, according to our present knowledge, such an order does not exist. Various evolutionary orders have been advanced, but no two philosophers agree.

Further, from the point of view of bibliographical classification, it does not really matter in what order within reason the main classes follow one another. Books are used in large classes or in well-defined subject groups with little regard to the class or subject preceding or following it; for example, Sociology is considered primarily as Sociology, a class of books dealing with man's relation to man. While the scheme would not work in a completely satisfactory manner, if the main classes were jumbled haphazardly, a perfect order, with each class and section modulating into the class or section following, is unnecessary, and, in fact, impossible to obtain. Since the main classes have to follow one another in some definite order, that order might as well have some logical justification as not—that is all.

This individuality of bibliographical classification has been advocated for many years by Mr E. Wyndham Hulme, who asserted that the schedules should be formulated with due regard to the particular requirements of books.¹ His arguments were based on

(1) A book is a concrete inflexible collection of a part or parts of our common stock of knowledge so complex that in itself it presents a welter of cross-classification. It cannot therefore be placed conveniently in a philosophical classification which merely arranges ideas to reveal their relationship.

(2) The primary purpose of a book classification is to place books into convenient groups—groups in which the public read and expect to find them.

(3) Book classification is a means to an end. It is a mechanical

¹ *L.A. Record*, vols. 12-14, 1911-12.

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time-saving device for discovering and presenting facts as found in books. Thus the co-ordination of classes so essential in philosophical classification is a secondary consideration in book classification.

(4) All logical classifications use consistent characteristics. This is made impossible in book classification by the very form of books and the author's intention in writing them.

(5) Book classification must of necessity be to a great extent artificial.

Mr Hulme says, "There is no arrangement in book classification, it is ~~wnt~~ large in the books themselves," it "is an art, like that of fitting a child's puzzle together."

This practical approach is supported by the experience of Mr Charles Martel at the Library of Congress. He points out that "it was recognized beforehand and confirmed over and over again that no amount of preliminary study, consultation, and taking pains in the preparation of the provisional draft [schedules], could produce other than a largely theoretical scheme, more or less inadequate and unsatisfactory until modified in application."¹

Summarizing, the Canons and other logical rules embody principles applying above all to theoretical classification. They should not be used to assess the practical value of bibliographical schemes. This does not mean that book classification is a direct negation of knowledge classification or the principles underlying it. It has been seen that an ideal book classification would be composed of separate special subject schedules, each evolved by a specialist on the needs expressed in the working of a comprehensive collection of books.

¹ *Library of Congress, Annual Report, 1911*, p. 61.

SPECIAL FEATURES OF BOOK CLASSIFICATION

THE physical form of books demands certain distinctive additions to the special classifications before the schedules can be termed a book classification They are

- (1) A Generalia Class
- (2) Form Classes
- (3) Form Divisions.

The following further auxiliaries are necessary before these schedules can be used to arrange a collection of books on the shelves of a library

- (4) A Notation
- (5) An Index

The need and purpose of these distinctive features will be discussed briefly¹

GENERALIA CLASS

As its name implies, this is the *general works* class, provided to accommodate such books as encyclopaedias, dictionaries, and other polytopical books which cover knowledge in general, or such a portion of it that it is impossible to place them under any one other main head in the schedules This class is often called the "Waste-paper-basket" class, but is an essential feature of book classification and assists in the convenient arrangement of books In providing places for works which on account of their physical form do not belong specifically to any other main class, the Generalia class may be considered as a Form class In its practical form, when subjects considered pervasive of knowledge are included, it cannot be considered as a rigid form class

The outline of the General Works class in the Decimal Classification is

- 000 General Works.
- 010 Bibliography
- 020 Library Economy
- 030 General Encyclopædias
- 040 General Collected Essays
- 050 General Periodicals

For more detailed treatment see under the individual book schemes, pp 54-144.

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- 060 General Societies Museums
- 070 Journalism Newspapers
- 080 Polygraphy Special Libraries
- 090 Book Rarities.

Library Economy, Special Libraries, and Book Rarities are included, it is presumed because of their pervasive nature

Brown developed Dewey's "pervasive subject" principle and, as the outline below clearly shows, included in this "extra" class of his Subject Classification many subjects that in every other classification scheme find a place in the main schedules.

- A Generalia
- 000 Encyclopædias
- 100 Education
- 300 Logic
- 400 Mathematics
- 600 Graphic and Plastic Arts.
- 900 General Science

This is an entirely novel conception of a "General Works" class, and the inclusion here of many of these subjects is inconvenient for at least the special reader. In comparison, the generalia classes appended to both the Congress and Cutter schemes are severely orthodox.

FORM CLASSES

These classes, known as "Polite Letters," "Belles Lettres," or the "Literature" class, are provided mainly for such works as volumes of Poetry, Drama, and Fiction.

Here are grouped all books whose primary interest is the form in which they are written—all books which are written and read, not as real contributions to any subject, but as examples of their form. These classes are, in some of their divisions, subject classes, e.g. all works on the "forms," including books of literary criticism, are given a place usually in the first few divisions of the schedules. The arrangement within this class varies in the main bibliographical schemes. Dewey divides first by language, then into the forms Poetry, Drama, etc., and finally chronologically. Within this last grouping, the outstanding and best-known authors are given a definite place, all other writers being grouped as "Minor Writers."

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800	Literature : General.	822	English Drama.
820	English Literature	822 1	Early English 1066-1400
821	English Poetry.	822 2	Pre-Elizabethan 1400-1558.
822	English Drama.	822 3	Elizabethan 1558-1625
823	English Fiction	822 4	Post-Elizabethan 1625-1702
824	English Essays.	822 41	Davenant, Sir William
825	English Oratory.	822 42	Etherege, Sir George
826	English Letters	822 43	Crowne, John
827	English Satire, Humour	822 44	Wycherley, William
828	English Miscellany	822 45	Otway, Thomas
		822 46	Congreve, William
		822 47	Vanbrugh, Sir John
		822 48	Farquhar, George
		822 49	Minor writers

Brown adopts a different arrangement in his literature class, which consists of four form groups.

- N 000 Fiction.
- 100 Poetry
- 200 Drama
- 300 Essays and Miscellanæa

He provides a special number within these groups where all literary works are arranged in alphabetical order of author, irrespective of language and period, e.g. N120 Individual Novelists, N150 Individual Poets; N250 Individual Dramatists, N305 Individual Essayists. If necessary, however, division of any of the broad heads according to language can be made by adding the number of the country from the History and Geography class to the special "National" division supplied.

N202Q5 represents Italian Drama; N202 being the number for National Drama and Q5 the abbreviated geographical number for Italy.

The arrangement of the History, Topography, and Geography classes of bibliographical schemes are based on form as much as on subject. Here the place is the subject, and history and geography the points of view from which the place is considered. In the Decimal Classification such titles as "History of England" and "History of Germany" are placed by country in Class 900 History at 942 and 943 respectively.

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Brown's arrangement is more obvious, each geographical place is given a fixed number in the History and Geography classes, and a number from his Categorical Tables is added according to the form:

U580 Derbyshire, U580 10 History of Derbyshire, U580 33 Geography of Derbyshire

FORM DIVISIONS

A book on any particular subject may deal with that subject in various ways, from different standpoints or in different forms. It might be an encyclopædia, a dictionary, a periodical, an advanced or elementary treatise, or it might be written as a history, a philosophy, in essay, or other literary form. Books on almost every subject frequently fall into one of these categories. All bibliographical classifications make provision for this "form" in books by the addition of the so-called *form division*.

It will be noticed that many of the terms representing these forms correspond to terms used in the main schedules for specific subjects. There is, however, a distinct difference in their meaning and implication. In the main schedules the terms are used to represent acknowledged subjects from the field of knowledge, places are provided to enable books to be collected conveniently according to use and subject matter. Similar terms used in the form divisions represent either a special way in which a book is written and produced, or aspect from which the subject is viewed. Form divisions are individual to a book classification; they may be considered as the generalia divisions of a specific class or head. In practice, they enable a further, more detailed and convenient grouping of books to be made on the shelves.

Many schemes recognize their generalness of application by converting them into *common subdivisions*, i.e. a constant set of divisions which can be used to qualify any one subject throughout the schedules. In the Decimal and Expansive classifications the following subdivisions are used, with certain exceptions, throughout the whole classification:

Decimal Classification

- 01 Philosophy, theones
- 02 Compends, outlines.
- 03 Dictionaries, encyclopædias
- 04 Essays, lectures, letters

Cutter.

- .1 Theory Philosophy.
- 2 Bibliography.
- 3 Biography.
- 4 History

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<i>Decimal Classification</i>	<i>Cutter</i>
05 Periodicals, magazines	5 Dictionaries
06 Societies, associations, reports.	6 Year Books ¹ Directories.
07 Education, study and teaching	7 Periodicals
08 Polygraphy, collections	8 Societies
09 History	9 Collections

Examples of the application of these subdivisions -

500 Pure Science	LA Sciences (Natural)
503 Dictionaries	LA 5 Dictionaries
510 Mathematics	LB Mathematics
510.5 Periodicals	LB 7 Periodicals.

In the Expansive Classification the point (.) is a separating device only

Brown considered, quite rightly, that nine viewpoints were inadequate for most subjects¹ and, in formulating the Subject Classification, he omitted all form divisions from the main tables. In place of these he attached a separate list of forms and viewpoints, called the *Categorical Tables*. These consist of 973² terms representing forms, standpoints and methods which apply to subjects or topics in the main tables. Each term is given a number, which is preceded by a point (.), used purely as a separating device.

- .0 Generalia
- .1 Bibliography
- .2 Encyclopædias, Dictionaries
- .3 Text-books, Systematic
- .5 Philosophy and Theories
- .6 Societies, Associations
- .7 Periodicals, etc.
- .8 Collections, etc.
- .10 History.
- .32 Archaeology.
- .33 Geography
- .61 Recipes.

¹ See *Decimal Classification*, 13th and 14th edition. Appendix, Table 2

² See page 110.

SPECIAL FEATURES OF BOOK CLASSIFICATION

- 63 Patents.
- 64 Trades
- .65 Education.
- 66 Methods of Teaching.
- .67 Lectures, Commentaries.

A "History of architecture" would bear the notation B300.10; "Bibliography of building construction," B305 1.

The Library of Congress Classification is, of course, equipped with form divisions, but no attempt has been made to make them common to every class, or even common within each class.

In Class H, Social Sciences, HA1, HB1-9, HD101; in Class P, Language and Literature, PN1-9, PN1010; PN1600-09, PN3311; PN4001-3, etc., all represent periodicals.

This lack of mnemonic element is by no means a disadvantage; in fact, it is of practical value in the Congress scheme in allowing every possible variation, dictated by the stock of books, to be made.

NOTATION

A book notation is a series of symbols which stands for the names of a class or any division or subdivision of a class, and forms a convenient means of reference to the arrangement of a classification.

"The notation is an important *addition* to a classification schedule, it has in no way determined its logic, its scope, or its sequence of development. It furnishes a convenient reference to the arrangement of a classification, the symbol is not assigned until after the schedule has been worked out. It has no more bearing on the preparation of the logic of a classification outline than the chapter numbers of a book have in fixing the themes of those chapters."

"In most book classifications the notation is a symbol that stands for either the subject of the book, or the style of writing. Since the notation is a sign translation of the classification, it usually ensures, when it is added to the backs of books, a book arrangement which represents the order of the schedule."¹

A notation, then, is essential for the practical application of book classification; without notation it would be impossible to apply

¹ Mann, *Cataloguing and classification*, 1943, p. 45

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classification to books. As classification is the "foundation of librarianship," it can be said that "notation is the basis of practical book classification."

Summarizing its usefulness A notation.

(1) Stands instead of the terms of a classification It is a constant sign or symbol by which we refer to those terms

(2) Is a guide to the sequence of the tables and "places" a term in the hierarchy of the schedules The bare names of the subjects give no indication of the relative place of those subjects in the schedules, e.g. the term "Psychology" conveys no clue to its place in, say, the schedules of the Decimal Classification, but the symbol 150 definitely does—the fifth division of Class 100 This is important

(3) Makes possible the use of the index The symbol attached to the index entry is the only means of quick reference to the place of the topic in the schedules

(4) Can be used as a short sign to be written in various parts of the book—on the spine, back of title-page, label, charging cards, etc—to facilitate the arrangement of books on the shelves, the recording of issues, and other statistical information

(5) Assures the efficient working of catalogues by referring readers quickly from the entries to the books

(6) Enables clear and efficient guiding of the library to be carried out

(7) Facilitates the use of mnemonics

The notation should be an *addition* to the schedules; it is a piece of apparatus, without which a book classification cannot function. Without the schedule a notation is meaningless "150" has no meaning apart from being a number, only when coupled to Dewey's arrangement of knowledge is "Psychology" implied Bliss points out that "the notation, whatever its service may be, does not make the classification, though it may mar it"¹ It is of interest to note that Dewey decided upon his notation first,² but this does not in itself indicate that the schedules were conditioned by his choice of symbols

Thus a notation serves to denote the classes, their subdivisions, and the order in which these are arranged without in any way naming or defining them

¹ Bliss, H E *Organization of knowledge in libraries*, 1933, p. 48

² *Library Journal*, vol 45, 1920, pp 151-4

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Types of Notation

A notation may consist of any symbols, letters, figures, or arbitrary signs to represent terms. There are two types of notation:

(1) *Mixed*, i.e. consisting of two or more kinds of symbols. The Subject Classification has a mixed notation of letters and figures.

A	Generalia
400	Mathematics
520	Calculus.
521	Differential
522	Integral
523	Quaternions
524	Functions.
525	Finite Differences

The Library of Congress also uses a mixed notation of letters and figures

T	Technology
TJ	Mechanical Engineering
248	Mechanical Models
249	Erecting Work
250	Prime movers in general
253	Testing
255	Heat Engines

(2) *Pure*, i.e. consisting of one kind of symbol. The Decimal Classification has a pure notation of arabic figures.

600	Useful Arts Applied Science.
620	Engineering
621	Mechanical Engineering
621 3	Electrical Engineering
621 33	Electric Traction.
621 334	Rolling-stock.
621 3342	Locomotives

The notation of the Expansive Classification is claimed to be pure but, considered as a whole, it is mixed. The main notation is composed of large and small capital letters, while that of the local list, the common sub-divisions, and other special divisions (in the seventh expansion) consist of arabic numerals:

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A Period of Domestic Economy would be marked Ro.7;

A History of the Greek Theatre Vu32.

Navigable Waters in England Sq45

The Qualities of a Good Notation

It is obvious from the use made of a notation that the symbols standing for topics in the schedules should

(1) Convey order clearly and automatically

(2) Be as brief and simple as possible

(3) Be easy to say, write, and remember.

(4) Be flexible, i.e. allow insertions at any point without dislocating the sequence

A collection of arbitrary signs, $+$ Δ = \square , does not fulfil any of these conditions, and must be ignored in favour of more commonly known symbols, such as letters of the alphabet and numerical numbers

That a notation should *convey order* clearly and automatically is to a great extent essential. The symbols representing a topic should give some indication of the place of that topic in the hierarchy of its division or main class, if not in that of the whole scheme. Both letters and figures have the power of suggesting a sequence, e.g. A before B before C; 1 before 2 before 3, etc. It is doubtful which is the more easily recognized, although on the average a group of figures shows a sequence which is grasped more automatically than letters in combination. The majority seem to recognize 123 as coming before 124 and after 122, more easily than AMP as coming before AMQ and after AMO, but this is a matter of personal opinion.

The *brevity* of the notation depends upon the base of the notation used. The base of a notation of alphabetical letters is 26 units, of one composed of arabic numerals 10 units. The addition of another symbol to the former gives 26×26 places, to the latter 10×10 places. With three symbols an alphabetical notation provides 17,576 places against the 1,000 places provided by a numerical notation.

The use of alphabetical symbols makes it possible to spread the large classes of knowledge over a few units of notation, with the result that, on the average, this type of notation is briefer than a numerical one. It is a moot point which of these notations is the more convenient, simple, or easily remembered. There is very little difference between LA,

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Natural Science, in the Expansive Classification, and 500, Natural Science, in the Decimal Classification. It must be remembered, however, that a detailed schedule, one that utilizes close classification, i.e. subdivides to the minutest topic, will of necessity demand a longer notation as a whole than a general, or less detailed, schedule. Thus it may be expected that the average length of notation in the Congress schedules is greater than that of the Subject Classification, a much less ambitious scheme.

Bliss states that a notation should be "as short as is feasible."¹

The ease with which a notation can be *memorized, spoken, and written* is important. In modern libraries the ease with which the symbols can be *typed* is of some advantage. When considering these qualities the mixed and pure forms, noted above, might be contrasted.

It is essential that a notation should split itself clearly into groups which are sayable, thinkable, and writable. The need for the latter quality is self-evident, for the two former less so, yet, taking but one instance, that of a reader going from the catalogue to the shelves, the necessity becomes obvious.

Perhaps the best-known example of a bad notation is that appended to the scheme of Lloyd P. Smith (1882), which combines Roman capital letters, lower-case letters, arabic numbers, and arbitrary signs:

Ao	Ecclesiastical History
Ao2	Latin Churches
Ao2IV	Latin Churches of U.S. and Canada

This is bad, not because it is mixed, but because it does not clearly represent a sequence, is not easily carried in the mind, spoken, or written. Different symbols have the same sound, e.g. both "2" and "II" are pronounced "two," and are not distinctively "sayable."

Normally, we think in groups of letters or figures, hence a set of symbols which is ugly, has other connotations, does not split up naturally or splits up into too many groups, is bad. Letters do not usually unite, e.g. *ab* is "a," "b," not "*ab*," *xyz* is "x," "y," "z"—except of course when a group of letters forms such a word as "good," "bad," etc. Thus a long pure notation of letters is bad. On the other hand, figures do unite, e.g. 10 is "ten," not "one," "nought," 170 is

¹ Bliss, H. E. *Organization of knowledge in libraries*, 1933, p. 71

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"one-seventy," not "one," "seven," "nought," and so on

If the notation is lengthy, the symbols have to be split up as an aid to the memory, e.g. the notation 1429654 is better memorized if written 142 9654. The point (.) is used as a splitting device, and adds to the spoken length of the notation, "one," "forty-two," *point*, "nine," etc. Strictly speaking, there is no reason why anything should be said that has no classification meaning. A mixed notation of letters and figures automatically splits itself, thus aiding the mind to grasp and retain it, e.g. AB1234 is "a," "b," *pause*, "one," etc.

So far as this quality is concerned, a pure notation, consisting of either long groups of letters or of figures, is inferior to a mixed notation of the same letters and figures, only when the symbols are short is a pure notation of letters or figures satisfactory. Purity of notation has no practical value in itself. It must be concluded that in most cases a mixed notation is the more convenient for modern book classification which, to be comprehensive, must have detailed schedules with a comparatively long notation. The adoption of mixed symbols in business methods supports this statement to some extent. Their combined use in the numbering of cheques, motor-car registration, and numerous other records is a proof of their distinctiveness, their expansibility, and their relative brevity.

Both Richardson and Bliss recommend the use of a mixed notation. The former states that an ideal notation would use mixed symbols and that "every practical system sooner or later does make use of both letters and figures."¹

The flexibility, expansibility, or hospitality of a notation is another very important quality. Every schedule of knowledge must, at some time or another, need a certain amount of expansion. This is particularly true of the schedules of a book classification, which must be of a semi-permanent nature. Books are frequently written on recent developments of knowledge for which no place is provided in the existing printed tables. A place must be made for these topics, and it is here that the flexibility of the notation is of paramount importance. A notation must allow the addition of symbols at any point, so that any new topic may be inserted into its relative place in the schedules without depriving the symbols of their sequence. An inflexible notation,

¹ Richardson, E. C. *Classification*, 1930, p. 39.

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if appended to a good schedule, may make the resultant classification obsolete, from the librarian's point of view, in a short space of time. One of the reasons which caused Brown's *Adjustable Classification* (1897) to fall into disfavour was the lack of flexibility in its notation.

The notations of the main bibliographical schemes enjoy, to a lesser or greater extent, this important quality. The decimal notation of Dewey is infinitely expandible. Every main class, marked 0-9, is divisible by 0-9, and so on indefinitely.

500	Science in general.
540	Chemistry
546	Inorganic chemistry
546 4	Alkaline earths
546 41	Calcium
546 42	Strontium
546 43	Barium
546 432	Radium

The main classes of the Expansive classification are marked A-Z, and each division, or subdivision of this division, is divided by A-Z (small capitals), this gives enormous elasticity.

O	Zoology
OB	Morphology Comparative Anatomy
OBO	Respiratory System
OBOA	Dermal Pores
OBOC	Celomeric Cavity
OBOCB	Bursae
OBOCD	Dermal Tracheæ
OBOCN	Stewart's Organ

Such is the character of these two notations, that the minutest topic mentioned in the schedules could, if necessary, be divided into ten and twenty-six divisions respectively, and each of these subdivisions given a symbol in perfect sequence with the existing notation.

The Library of Congress uses an alphabetical notation A-Z for the main classes; the subdivisions are denoted by a second sequence A-Z, and within these divisions a numerical progression from 1 to 9,999 is used. Gaps are left in the progression for expansion.

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U	Military Science.
UB	Administration
200	Commanders Generals.
210	Command of Troops Leadership
220-225	Staffs of Armies
230-235	Headquarters, Aides, etc
240-245	Inspection. Inspectors
250	Intelligence.
260	Attaches
270	Spies

When all available blank numbers have been utilized, further expansion may be secured by decimals.

The main classes of the Subject Classification are marked by the letters A-Z, and the divisions of these classes by the numerals 000-999, used arithmetically, in which gaps are left for insertions. Here again, still further expansion could be obtained by the use of decimals.

G200	Human Anatomy and Physiology
201	Anatomy
202	Regional Anatomy.
240	Dissection Resurrections See H697
250	Physiology.
300	Pathology

These notations are infinitely expandible in theory only, the length of the notation resulting from numerous expansions might prove a bar to its usefulness in practice.

Mnemonic Value of Notation

A classification is said to have mnemonic value when its notation has the power of "aiding the memory," i.e. when some of its symbols have more or less the same significance wherever they appear in the schedules, or, more correctly, when certain aspects are always represented by the same symbols throughout the schedules.

The simplest example of mnemonics is that of the common form divisions already mentioned¹. These divisions can be applied throughout the schemes, and once they are committed to memory can be used

¹ See page 35

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and recognized without further reference to the schedules. Note here that it is impossible to regard the Categorical Tables of the Subject Classification as wholly mnemonic, since it cannot be said that nearly 1,000 numbers "aid the memory." Only the most used and popular numbers have mnemonic value.

Another mnemonic manipulation is the use of common geographical divisions in the main bibliographical schemes. In the Decimal Classification the numbers from the history schedule can be added to many subject numbers to signify "place." The history number for England is 942, for Germany 943, and under such heads as 655.4, History of Publishing and Bookselling, we find the instruction "Divided by countries 930-999." Thus

655.442 is the History of publishing in England

655.443 is the History of publishing in Germany

The "9," which signifies "History," is excluded in the building of these numbers.

In the same way, the Expansive Classification has an elaborate Local List consisting of numbers having an invariable geographical meaning. These are for use chiefly in Classes F, History, and G, Geography and Travels, but can be added to any subject number if necessary.

- 30 Europe
- 39 France
- 42 Ireland
- 43 Scotland
- 44 Wales
- 45 England, England and Wales, British Empire
(In Geography, British Empire is 449)
- 47 Germany
- 60 Asia

F45 is always English History, G39 French Geography, etc.

The Subject Classification allows for mnemonic geographical division by the addition of the number from the Class O-W, History and Geography. In this class, one number is given to the country, town, etc., and the history and geography of a place are considered as standpoints from which that place is regarded. Brown has provided separate heads for all principal rivers, mountains, and lakes, besides the well-known

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towns of the world, all British cities, county boroughs and boroughs. Within the county, Brown first gives the chief town or towns followed by an alphabetical list of other towns and villages.

U

- 725 Oxfordshire
- 726 Oxford
- 727 Banbury.
- 728 Chipping Norton
- 729 Henley-on-Thames
- 730 Woodstock

The Botany of Oxfordshire is marked E172U725, E172 being Local Floras in the Botany Class, E100

There are many other mnemonic devices, especially in the Decimal Classification, which includes tables in the form of appendices, outlining the various uses of mnemonics in the main schedules. The form marks of the Brussels Classification have considerable mnemonic value¹

Mnemonic value is a valuable but quite subsidiary quality of a good notation. Schemes have been formulated with the mnemonic principle as their chief characteristic, but all have proved useless in practice. A mnemonic notation assists the memory in minimizing reference to the main tables and index. This concerns the librarian rather than the reader. In addition, their use reduces to some extent the bulk of the printed tables. In this one respect, the notation is allowed to influence the construction of the schedules, since, in obtaining mnemonic value, each section is tied down to a fixed set of subdivisions.

Summary

A good notation should be

- (1) Supplementary, i.e. an addition to the schedules
- (2) Composed of familiar symbols which convey order clearly and automatically
- (3) Simple, i.e. easy to say, write, and remember.
- (4) As short as is feasible.
- (5) Flexible, i.e. permit of insertions at any point
- (6) As mnemonic as possible without interfering with the useful subdivision of topics

¹ See page 124

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AUXILIARIES OF NOTATION

When books have been classified to the most specific detail allowed by the schedules, a number often remain to be grouped under certain heads. Various methods have been adopted to arrange these books within the class number on the shelves, the chief of which are :

- (1) Chronologically by date of publication
- (2) By value of subject-matter (best book first or best book last)
- (3) Numerically by accession number
- (4) Alphabetically by author

The last of these arrangements is generally considered to be the most convenient, although order of accession numbers or chronological order by date of publication enjoyed some popularity in the older libraries. Alphabetical order of authors is the method most easily understood by the public, it saves time, and is always more satisfactory to an orderly mind.

To maintain this author arrangement on the shelves and to individualize further the books, various tables of *Author Marks* have been published. They consist of letters or a combination of letters and figures, which represent the names of authors. When used in conjunction with, and as auxiliaries to, the notation proper, they are called *book numbers*.

The best-known system is that formulated by Cutter and explained in his *Expansive classification first six schemes*. This is an alphabetical table consisting of the initial letter or letters of the author's name, followed by a number so arranged that the earlier letters in the alphabet have the lower numbers. The letters to be used in conjunction with the given numbers are obtained as follows:

If the author's name commences with

(1) A consonant, the first letter is used, e.g. Holmes H73, Lowell L95, Huxley H98, Macaulay M11.

(2) A vowel or the letter S, the first two letters, e.g. Queen Anne AN7, Olney OL6, Upton UP1, Semmes SE5, Edwards ED9.

(3) Sc, the first three letters, e.g. Scammon SCA5, Schopenhauer SCH6.

The author mark is added to the classification number. C45B34
or Beard. Geography of England. This is often written as C45
B34

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In the printed tables all the ordinary names, a list of over twelve thousand, are numbered letter by letter. The tables are of course selective, for there are thousands of alphabetical combinations which can be numbered only approximately. The figures are to be considered as decimals, e.g. the order in use would be H2, H21, H211, H212, H22, etc. These Author Marks can be applied to any scheme of classification.

In the Appendix to the 13th edition of the Decimal Classification a special series of marks is outlined. These are called the Olin Book Numbers and were formulated to assist in the alphabetical arrangement of collected biography under the name of the compiler. These numbers are so arranged that all names are translated into the letter A followed by a number. These could be used with the ordinary Cutter Author Marks, which commence with Aa1, without confusion. Examples:

A	A11	Ga	A35
Ba	A12	I	A45 e.g. Stricklands Queens of
Day	A25	Na	A64 England, A84
Ea	A28	Z	A99

Miss Kate E. Sanborn revised an early edition of the Cutter marks, but the finished result was more of an independent table than an enlargement of the original scheme. It consists of a three-figured table (with the exception that the letters J, K, Y, Z, E, I, O, U have two figures, and Q, X one figure only) and used the first letter of the author's name only.

Rol	744	Roll	749
Role	745	Rolle	751
Rolf	746	Rollo	755
Rolfe	747	Roman	758
Roli	748	Romani	759

Rolleston would be marked R751 and Romanes R758.

Another well-known scheme devised by Mr. L. Stanley Jast, consists of the first two letters of the author's name. Names commencing with the same two letters are distinguished by the figures 1, 2, 3, etc., in the order that the books in question are added to the library. If a book by James is already in the library, and has been marked JA, a book by Jarman coming afterwards would be marked JAI.

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and the next by Jarvis JA2, and so on. The same principle is followed in distinguishing different works by the same author. Obviously the resulting arrangement is only roughly alphabetical.

Another scheme, which gives an approximate alphabetical arrangement only, is that of Merrill. This is a table of 100 numbers corresponding to various combinations of letters commencing authors' names.

Examples

01	A	06	B	46	K	96	Wats
02	Agre	07	Ban	47	L	97	Wha
03	Als	08	Bax	48	Lang	98	Wit
04	Ap	09	Beno	49	Law	99	X-Z

Brown uses an individual series of Author Marks in his Subject Classification.¹

Value of Author Marks

Many librarians contend that the value of these published tables of Author Marks has been overrated, and that they are worthless in practice. The arguments against their use may be summarized:

(1) They are too complicated a tool for the relatively simple purpose of obtaining alphabetical arrangement.

(2) The average notation is complicated enough in itself without the addition of extra symbols.

(3) The more closely the library is classified, the less need for these marks.

(4) The arrangement tends to be an approximate one only; all "Smiths" cannot be separated.

(5) They hide the author's name. Such a symbol as SM57 is a mere jumble, and has no real meaning. It must be transformed, if only mentally, into the author's name, e.g. SM57 signifies Smith. On the other hand SMITH denotes SMITH.

(6) The author's name usually appears in full on the spine of the book. This is sufficient for arrangement purposes.

(7) If a system of marks is required for such broad classes as Fiction and Biography, the first three letters of author's name is sufficient. If a more detailed mark is required, the first four, five, or six letters

¹ See p. 118.

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should be used. Even this is preferable to a system which uses the first letter or letters, and then attempts to transcribe the remainder into figures

(8) Readers should not be asked to master this further complication

Both the Library of Congress and Cutter schemes use Author Marks as an integral part of the notation in numbering a series of alphabetical subdivisions

Other Auxiliaries

The introductions and appendices to the main bibliographical classifications mention other auxiliaries to the notation proper. Two examples from the Decimal Classification.¹

(1) *The Biscoe Time Numbers* —The object of these numbers is to obtain a chronological arrangement of books or within subjects. They provide for the years 1000 B C to A D 2000

A B C	E 1600-1699
B A D 1-999	S 1920-1929
C 1000-1499	T 1930-1939
D 1500-1599	Z 1990-1999

(2) Special Author Tables used in classifying the works of prolific authors such as Shakespeare, especially where it is desired to group with their works all books about them

- A Bibliography Authorship controversies.
- B Biography.
- C Biographic collateral
- D Higher criticism.
- E Minor criticism (textual)
- F Sources, allusions, learning
- G Miscellany; concordances, societies, etc.
- H Quotations, tales and plays from, adaptations, etc.
- I Complete works without notes
- J Complete works with notes
- K Complete works in translation.
For living authors put works complete to date with I, J, K.
- L Partial collections without notes

¹ Omitted in 14th edition

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- M Partial collections with notes
- N Partial collections in translations.
- O-Z Individual works.

INDEX

An index is an alphabetical list of the terms mentioned in the schedule, with the corresponding notation attached. It should include, as far as possible, all the synonyms of these terms, together with minute parts of a subject even if they are not included in the schedules. The index is a labour-saving device assisting in the finding of topics, but must be used as an aid to, not a means of, classification. Its principal virtue is to ensure that a subject will always be classified in the same place in the schedules.

There are two types of indexes

(1) *Specific*, which gives one entry only for each topic mentioned in the schedules, together with synonyms

(2) *Relative*, which enumerates topics mentioned, all synonyms, and to a great extent shows the relation of each subject to other subjects. Perhaps the best example of a full relative index is that appended to the *Encyclopædia Britannica*.

Brown's index is specific, that of Dewey relative. The indexes to the seventh expansion of Cutter's scheme and to the Library of Congress Classification are relative to a degree. In each case an index is appended to the separate classes as published, and, on the whole, refers to those classes only.

<i>Brown</i>	<i>Dewey</i>
Eggs	<i>Dewey</i>
	and nutrition physiol 612 39283
	as food dom economy 614 12
Eggs F601	hygiene 613.28
	cookery 614 665
	Easter folklore 398 33212
	ornithology 598.2
	painting medium 751 242
	poultry farming 636 513

Most of the correlations shown in the Dewey Index are entered in Brown's Categorical Tables. Brown believed that the relative index belonged more to cataloguing than to classification.

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Advantages and Disadvantages

Relative :

- (1) Self-explanatory, with alphabetical simplicity.
- (2) Displays under each head the alternative ways in which a subject can be treated, giving the notation for each subhead
- (3) Less likelihood of different classifiers putting the aspects of a subject in different places
- (4) We are informed of the various places in the classification for aspects of a subject, whereas with the specific index we have to ascertain them by other means
- (5) Apt to confuse with so many alternatives for a subject
- (6) Apt to be critical and selective, as all possible viewpoints cannot be shown. In Dewey's Index the use of distinctive types shows when the subject is further divided in the main tables
- (7) Bulky for printing purposes

Specific

- (1) Ideal for theoretically perfect "one-place" classification (a Utopian scheme which will never materialize)
- (2) Less bulky
- (3) Easily reprinted for public use
- (4) Less confusing
- (5) Separates related topics by the accidental alphabetical form of their name

Index v. Classification

The axiom, "So long as a topic is properly indexed it does not matter where it appears in the table of a classification," has obtained wide currency and might be discussed here briefly

This statement breaks every theoretical law of classification, and if it is read as dismissing any kind of order, is unsound when considered from the point of view of the practical application of book classification. In theory, the main object of a classification is to collect like topics and arrange them in their relative position in the hierarchy of knowledge, so that their relationship one to the other is clearly shown. In the practical application of book classification, the element of usefulness and convenience is of primary importance, as the preceding pages have

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shown. A perfect book classification combines these two features as far as is practically possible. If the sole purpose of a book classification were the mere finding of individual books, the axiom would be uncontested, but this is not the case. A book classification, whether it aims at a logical grouping of subjects or at a sequence of books in a useful order, is primarily concerned with *order*, whereas the statement refutes the necessity of even simple alphabetical order.

If, however, the statement be taken to mean that a perfect theoretical order is of little real consequence in a book classification, it may be said to embody a half truth, and cannot be dismissed as of no consequence. The purpose and nature of book classification and the practice of the main bibliographical schemes, in their admitted quest for practical utility, support the axiom to a great extent.

The statement also implies that in a book classification the index is of primary importance. It cannot be too strongly stressed that the index is an *addition*, an auxiliary which assists in the easy working of a book classification. It is possible to classify books without the index, and indeed this method of working should be followed, the index being used as a check only. Brown advises classifiers to use the index and the Categorical Tables when working with the Subject Classification.¹ In general, this can be dismissed as dangerous advice, classifying by the index is apt to lead to ridiculous placings.

CRITERIA OF A BOOK CLASSIFICATION

- (1) It should be as complete as possible, covering the whole field of knowledge as represented in books.
- (2) It should be systematic, proceeding from the general to the particular.
- (3) It should be formulated with due regard to the needs of books, aiming to provide a place for every type of book.
- (4) The arrangement of the classes and subdivisions should be made with constant regard for the main purpose of book classification—the securing of an order convenient to the user.
- (5) The terms used must be clear and comprehensive, accompanied where necessary by full definitions, referring to the scope of the headings and equipped with notes for the guidance of the classifier.

¹ See page 118.

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- (6) It should be evenly apportioned and should be equipped with alternative locations for certain subjects
- (7) It should be equipped with:
 - (a) Generalia and Form classes
 - (b) Form and geographical divisions
 - (c) An effective notation. The notation should fit the scheme, not the scheme the notation, and may include mnemonic devices
 - (d) An alphabetical index.
- (8) It should be expansive, both in plan and in notation
- (9) It should be printed in a form easy to handle and consult, which will assist the user to grasp the hierarchy
- (10) It should be revised frequently.

THE PRINCIPAL SCHEMES OF BOOK CLASSIFICATION

In this Primer, the historical side of the subject is ignored. The older schemes are of no great importance, and should be reviewed rather than studied. They are of interest merely as an historical background, as examples of how ideas have been evolved. If information on any of these schemes is required in practice, it can be found in any one of the many reference books on the subject.

One point of interest in the study of the history of book classification is the gradual development from *fixed* to *relative* location. Many of the older schemes were of the fixed variety, i.e. tiers and shelves were numbered and allocated to certain subjects. The books obtained a number according to their position on a certain shelf, in such-and-such a tier in a certain alcove in a particular room. When any group of shelves became full, the whole system broke down, and necessitated a re-allocation of shelving and reclassification. Another example of fixed location is the method of arranging books in broad classes according to their size and accession number. These methods of arrangement are called *rigid classifications*.

All modern book classifications are relative. The books are numbered according to their subject matter from a set of schedules, and are arranged in continuous sequence or sequences on the shelves. This sequence is maintained so long as the classification is used, no matter what the number of additions to the stock.

The schemes discussed in the following pages are

- (1) The Decimal Classification of Melvil Dewey.
- (2) The Expansive Classification of Charles Ammi Cutter
- (3) The Library of Congress Classification
- (4) The Subject Classification of James Duff Brown.

Briefer mention is made of the Brussels, Ranganathan, and Bliss systems.

The survey of each scheme, which is limited to a brief criticism and mention of the various distinguishing features, is devised on a definite formula:

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- (1) Author's intention and ideals
- (2) Outline of schedules, method of subdivision, notation, index, etc.
- (3) Analysis of certain individual main classes, searching, above all, for merits
- (4) General survey

It is suggested that students might adopt a similar method for personal study. The schedules of the schemes and the prefaces, which in themselves might be termed practical codes, should be studied in detail.

Wholesale destructive criticism should be avoided. In particular, the Decimal, Expansive and Subject schemes were the results of serious attempts of experienced librarians to produce practical classifications for the convenient arrangement of books. In each scheme, any seeming weakness for present day needs has been caused more by the nature of knowledge and the actual requirements of books existing at the time of its formulation than by any inherent fault in its fundamental theory, method or purpose.

Students must remember that the real test of the value of a book classification is its practical usefulness, the manner in which it works. Every scheme in use has its good points, these should be recognized and committed to memory.

THE DECIMAL CLASSIFICATION

The Decimal Classification was formulated in 1873 by the late Melville Dewey (1851-1931) a graduate of Amherst College, to counteract the "lack of efficiency and waste of time made necessary by the almost universally adopted fixed systems". He attempted to formulate a scheme of the "greatest possible simplicity"—one which would "with its ease of application, its expansibility, and its universal appeal, be adopted in most libraries, thus giving the uniformity which seemed essential". He endeavoured to find a "method that would classify, arrange, and index the books and pamphlets on shelves, cards in catalogue, clippings and notes in scrapbooks, and index any literary material in any form as readily as an ordinary index guide to the proper place in a book". The classification was adopted in the Amherst College Library in 1873, and the first edition was later published in 1876 as a small volume, consisting of 12 pages of introductory matter, 12 pages of tables containing roughly 1,000 heads and 18 pages of index. Since that date thirteen further editions have appeared. The 13th edition (1932), contains 1,647 pages of tables and index, the 14th edition (1942), 1,927 pages, an illustration of the consistent growth of this scheme. A short and abridged edition for small and growing libraries is published, the 5th. edition appeared in 1936 and was reprinted in 1938 and 1941.

The system has been widely adopted, not only in England and throughout the United States, "but in other parts of North America, in South America, in many European countries, and still more distant, in Asia, Hawaii, Philippines, Java, Australia, and Africa, and the Tables are known to have been translated, either wholly or in part, into French, German, Italian, Spanish, Portuguese, Norwegian, Russian, Hungarian, Bohemian, Chinese, and Japanese".

The Survey of the Libraries of the United States (Vol IV, p 7), conducted by the A.L.A. in 1927, shows that the Decimal Classification is used by 96 per cent. of the public libraries and 89 per cent. of the college libraries in America, while it has been estimated that in England over 500 libraries use it in the original, or a modified, form.¹

¹ Thornton, J. L. *Classification in Great Britain*. *Library World*, Vol 40, 1937-38, pp. 155-7

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The Decimal Classification is the oldest of modern bibliographical schemes, and has had considerable influence directly or indirectly on later schemes.

Main Outline

In formulating his outline Dewey said that he gained most stimulus from the *Nuovo sistema di catalogo bibliografico generale* of Natale Battezzati, adopted by the Italian publishers in 1871, and was also influenced by those of Joseph Swartz and W T Harns. Dewey's debt to the scheme of Battezzati and Swartz is not clearly apparent, but the order of his main classes given below bears a distinct likeness to that of Harns.

000	General Works
100	Philosophy
200	Religion
300	Social Sciences
400	Philology
500	Natural Sciences
600	Useful Arts
700	Fine Arts
800	Literature
900	{ Geography Biography History.

Dewey divided the field of knowledge into nine large classes and appended a general works class, making little, if any, attempt to arrange these classes in anything but an arbitrary order. Many ingenious attempts have been made to discover a theoretical, scientific, or evolutionary order in the arrangement of these classes, but they must be dismissed as pure inventions. It is difficult to understand why Dewey, in such an admittedly practical scheme, separated Philology and Literature. He admits this weakness by suggesting that books comprising these classes could be combined or brought together on the shelves.

Subdivision of Classes

Each main class has nine divisions, each division nine sub-divisions, each of which may be further subdivided nine times and so on.

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Theoretically, division of every subject into just nine parts is absurd; when more than nine divisions are needed, the difficulty is obviated by grouping on single numbers the subjects most closely allied, or by assigning 1-8 specifically to important subjects and grouping minor subjects in 9 as "Other." Since any of these groups may be further subdivided for specific topics as needed, provision is thus made for an unlimited number of subjects. Wherever practicable, heads have been so arranged that each subject is preceded and followed by its most nearly allied subjects. Until Dewey's death the expansion of the classes from edition to edition was carried out by librarians and specialists under his personal supervision, mainly on the framework of the heads of the second edition (1885).

Throughout the subdivisions, however, practical usefulness has been given prior consideration to philosophical theory and accuracy, "the philosophic classifications proposed were so difficult to understand fully that not one person in one thousand could use them practically." Many minor subjects have been placed under general heads to which they do not strictly belong, the rule being to assign these subjects to the most nearly allied heads or where it was thought they would be most useful. In some cases these heads are printed in distinctive type, e.g. 829, Anglo-Saxon, English Literature. In naming the headings, strict accuracy has often been sacrificed to brevity, and familiar titles chosen. Occasionally the order of the division at one place is used at another with slight mnemonic effect. A good example is the division by industry, which is used with success, particularly in Class 331, Labour and Labourers, e.g. at 331 137, Unemployment, 331 13782-899 is divided as 620-699.

In many classes the arrangement is quite arbitrary, and often the choice of headings and the method of subdivision causes confusion. A typical example is Class 100, Philosophy.

- 100 Philosophy
- 110 Metaphysics
- 120 Other metaphysical topics
- 130 Mind and body¹

¹ In the 14th edition, 130 reads Physiologic, abnormal and differential psychology.
Metapsychology

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140	Philosophical systems, and doctrines.
150	Psychology
160	Logic Dialects
170	Ethics
180	Ancient philosophers
190	Modern philosophers

The exact difference in meaning between 140, Philosophical Systems, and 180-190, Ancient and Modern Philosophers, and to a lesser extent between 130, Mind and Body, and 150, Psychology, is difficult to ascertain. The usual practical distinction is outlined in both the *Introduction to Library Classification* and the *Code for Classifiers*. In the 13th edition, an alternative schedule based on current thought combines the material in 130 and 150 at 159.9 a number unused in the earlier editions. This special schedule is omitted in the 14th edition.

In spite of his "practical usefulness" claim, Dewey has not used an alphabetical array of topics so frequently as might have been expected. In many instances this arrangement would have been more convenient than the arbitrary order selected. Dewey himself realized the value of alphabetical order, and suggests in his Preface that this sequence may in many cases be used in place of the arrangement in the printed tables. He instances 546.3 where all Metals could be arranged alphabetically, or as a wider alternative, all chemical elements arranged in one alphabetical order under 546. The schedules for 780, Music, are an example of inconvenient arbitrary arrangement. A suggested remodelling of this class is given by L R McColvin and H Reeves in their *Music Libraries* published in 1937.

In some sections the subdivision is based solely on American practice and requirements, e.g. 328, Legislation, 329, Political Parties, 352, Local Government, 370, Education and 720, Architecture. The arrangement of these sections is thought to be inconvenient for British libraries and "decisions" or local adaptations are often made.

The subdivision of classes 570-590, Biological Sciences, was modelled on the scientific classifications of a special school of thought in the 'eighties. Unfortunately this school was soon superseded so that the classes as a whole are now obsolete. In these schedules many scientific terms are used without definition, making quick reference rather difficult.

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They are also expanded in very great detail, and it is asserted that they abound in redundant places so far as the classification of books is concerned. Many of these divisions will undoubtedly remain unused in the arrangement of books for many years to come, if not for ever. A similar criticism is often levelled that some sections, such as that for the YMCA, are subdivided out of all proportion to their importance. These assertions are beside the point, the fault lying really with the production of the Decimal Classification and not the detail of subdivision, nor should the detail of the subdivision at any such head be used to indicate that the notation is badly allocated. There is no reason why the subdivision of any section should not be carried out to the millionth place, if a user of the scheme requires it. Other users can ignore these sub-divisions. The real criticism should be based on the fact that many sections which should be subdivided are not, if they were, the schedules would become too bulky. All special subdivisions, such as YMCA, should be relegated to appendices or to supplementary publications, which could be supplied on demand to anyone interested. It is interesting to note that in the 14th edition this particular section and others, "which seem to be needlessly elaborate," have been drastically reduced.

Notation

Dewey tells us he decided upon his notation first and obtained "absolute simplicity by using the simplest known symbols, the arabic numerals as decimals, with the ordinary significance of nought, to number a classification of all human knowledge in print." Dewey did not adopt the decimal notation without extended experiment and thought as to its advantages and disadvantages in comparison with a notation of letters or a mixture of letters and numbers. He says that he immediately dismissed roman numerals as being too cumbersome, and finally favoured arabic numbers for the following reasons:

- (1) They are written more quickly, and—
- (2) With less danger of mistake
- (3) They are easier to remember than letter combinations
- (4) It is difficult to catch the eye with such combinations as p f.p., and they are more difficult to keep in mind
- (5) Some combinations of letters are odd or ridiculous, e.g. H O.G.

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The notation is thus a pure one, consisting of arabic figures used decimalily. A "three-figure minimum" is used consistently, e.g. Useful Arts is always marked 600 not 6 or 60, Engineering 620, not 62; Biology 570, not 57, and so on. This system makes for simplicity of the notation, for the average reader to whom the symbols have an ordinary numerical meaning only. The first three figures are used as a numerical guide to the order before further decimal arrangement has to be consulted. Three figures approach the ideal for this purpose, four figures would appear to be too many, two figures too few.

The notation is infinitely expandible. If there is no blank number available, any new topic is combined with the nearest allied head, or when important enough, a place can be made by the addition of another decimal. Any division after the three figures is accommodated by use of the digits 1-9 after a decimal point.

600	Useful Arts	Applied Science
610	Medicine	
611	Anatomy.	
6111	Circulatory System	

Further subdivision is obtained by the continued use of additional symbols used decimalily

6111	Circulatory System
61111	Percardium
61112	Heart
611122	Left Heart
611123	Right Heart
611124	Ventricles.
6111242	Right
6111245	Left

In many instances, the apportionment of notation is poor, in fact, it may be stated that the main weakness of the scheme is caused by the bad allocation of the notation for the needs of a present day comprehensive stock of books. The same compass of numbers is assigned to Philosophy as to Science, as much to Fine Art as to History, and so on. Many important branches of modern knowledge have no place in the first hundred divisions, e.g. Mechanics, Mineralogy, Hygiene, etc. Many minor subjects are allowed to occupy as much notational space as major

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ones, e.g. 670, Manufactures, has only one of its nine heads subdivided, while 940, History of Europe, spreads over fifty pages of the schedules. Other important topics of recent introduction are handicapped with inordinately long numbers, e.g. Broadcasting 621.384193. This disproportion results in overcrowding and in lengthy notation marks. This is the direct result of Dewey's refusal to alter his allocation of notation after the second edition in 1885. Many subjects which were important in Dewey's day have not developed as rapidly as others, while others, then comparatively unimportant subjects, have to-day become highly technical and specialized branches of knowledge. Dewey, of course, can hardly be held responsible for this unforeseen development of knowledge, only for so framing his schedules in the early editions that no real revision has been possible.

Bliss states that decimal notation is simple only under the simplest conditions, and again that Dewey's notation is far too long and complicated, pointing out that in many classes a notation of even 14 figures is needed, e.g. 612.01446222032 for Cryoscopy of Gastric Juices. This array of figures is, of course, useless as an effective notation for practical purposes. The need for such minute division would never arise in the average public library, in fact few libraries have occasion to use many of these detailed schedules. In the expansions carried out in the 14th. edition, the responsible Committee seems to have attempted to keep the notation within reasonable limits.

Generalia Class

This class is a mixture of subjects and forms

- 000 General Works
- 010 Bibliography
- 020 Library Economy.
- 030 General Encyclopædias
- 040 General Collected Essays.
- 050 General Periodicals.
- 060 General Societies, Museums
- 070 Journalism, Newspapers
- 080 Polygraphy. Special Libraries
- 090 Book Ranties.

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Specific subjects are included here because of their so-called pervasive nature and their generalness of application. The main divisions are used as a basis for the common form divisions.

Form Divisions

Dewey uses a series of nine common subdivisions of form. These, with minor alterations, are used with the same meanings throughout the scheme where specific instructions appear, but in practice may be added to any number, if the extent of the literature on that subject demands it.

- 01 Philosophy
- 02 Compends
- 03 Dictionaries
- 04 Essays
- 05 Periodicals
- 06 Societies
- 07 Study and Teaching
- 08 Collections
- 09 History.

These divisions are more or less a specialized replica of the main heads of the General Works class. The numbers are added to the subject

614 Public Health

614 03 Dictionary of Public Health

If the subject number already ends in 0, the 0 from the form divisions is dropped. Zoology, 590, thus a Zoological Magazine would be marked 590 5, not 590 05. In some cases the form divisions take a slightly different form, and the numbers are given to aspects more applicable to the specific subject. Under 510, Mathematics, 510 8 is given to Logarithmic and other tables, not to Collections, under 520, Astronomy, 520 1 refers to Astrology, under English Poetry 08 and 09 alone remain as in the above table. There are a few places in the schedules where the form divisions cannot be applied, notably under the History of a country, e.g. 942 05 stands for English Tudor History, not a periodical of English History. It has long been realized that the number of common subdivisions provided is inadequate. In the 12th edition (1927), Table 2 in the Appendices lists 49 viewpoints which could be accommodated by the existing nine divisions. In the 13th and 14th editions, Table 2 lists

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in 4 pages, complete with a separate index, a selection of the common viewpoints, forms, and subdivisions of the Classification Decimale of Brussels. These may be used, if required, at any head throughout the scheme.

Geographical Divisions

Geographical subdivision is provided by the use of the numbers given to the topographical arrangement of History, 930 to 999, where every continent, country, and division of a country is given a number. In addition to the geographical divisions in the History class, Dewey provides Period Divisions, which are placed at those numbers, usually occupied by the common form divisions in other sections of the classification:

900	History
940	Europe
944	France
944 01	Early History
944 02	Capet and Valois
944 03	Bourbon
	Etc
944 3	Champagne Île de France. Lorraine
944 38	Lorraine (Alsace-Lorraine)
944 381	Meuse
944 382	Meurthe and Moselle

The chief use of these topographical numbers is to subdivide Geography and Travel, which Dewey places at 914-919, but wherever the note 'Divide by countries like 930-999' appears—as it does throughout the schedules—the divisions may be applied. Occasionally no directions are given in the main tables, but the subject is placed in Table I in the appendices, which is a full list of topics in the scheme where geographical subdivision is permissible.

To obtain geographical subdivision, the number following the initial "9" which represents "History," is added to the subject number.

Geography of England	914 2	Geography of France	914 4
Geology of England	554 2	Geology of France	554 4

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The separation of Geography and Travel and the History of a country has always been a subject for complaint and criticism, and many librarians have evolved methods of bringing these two subjects together on the shelves. It is found that Dewey's arrangement, while suited for books written on the larger geographical units which usually deal separately with the aspects of History and Travel, proves less convenient for books dealing with one specific place, which more frequently deal with that place from several aspects.

Two methods have been suggested.

(1) Ignore 910 and subdivisions, and place books with the History numbers, adding some sign to distinguish and allow for separate sequence, e.g. History of Surrey, 942 21, Rambles in Surrey 942 21 T

(2) As (1), but substitute T for 9, thus Rambles in Surrey would be T42 21 or T422 1

Language and Literature

Although separated in the order of the main classes, these two classes are closely linked. It is difficult to understand why Dewey separated these two classes, for in the Preface he suggests that they should be brought together on the shelves. In both classes, the primary division is linguistic, the numbers from 400 Philology being used to divide 800 Literature into Literatures.

	Philology	Literature
400	General	800 General
410	Comparative.	810 American
420	English · Anglo-Saxon	820 English
430	German and other Teutonic	830 German
440	French · Provençal	Etc.
450	Italian : Rumanian	
460	Spanish Portuguese	
470	Latin and other Italic.	
480	Greek and other Hellenic.	
490	Other Languages	

The order of these main divisions bears some resemblance to that of the Geographical divisions.

In Philology, English Philology is the only division worked out in full, all other languages being subdivided mnemonically in the same way:

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420 English Philology.	430 German Philology.
421 Orthography	431 Orthography
422 Etymology Derivation	432 Etymology Derivation.
423 Lexicology Dictionaries	Etc
424 Synonyms Homonyms	
425 Grammar	
426 Prosody	
427 Dialects Patois Slang	
428 School Texts.	
429 Anglo-Saxon	439 Other Teutonic Languages

Similarly with all other languages

The divisions of this class have considerable mnemonic value, for in addition to this internal use of the mnemonic element and the use of the linguistic numbers in Literature, they are used frequently throughout the schedules for obtaining further subdivisions.

220 5, Versions of the Bible, is subdivided by Language; 220 52 is English Bible, 220 53 German Bible, and so on At 572 8, Races, under 572, Ethnology, and at 299, Other non-Christian religions, the linguistic divisions are used to subdivide according to race.

Within the Literatures in Class 800, are eight common divisions of "form" Taking English Literature:

- 820 English Literature
- 821 English Poetry
- 822 English Drama
- 823 English Fiction
- 824 English Essays
- 825 English Oratory.
- 826 English Letters.
- 827 English Satire and Humour.
- 828 English Miscellany.

Every literature, except Greek and Latin, is divided in a similar manner, e.g French Poetry is 841; French Essays 844; German Poetry 831. Within these groups the arrangement is chronological:

- 821 English Poetry.
- 821 8 Victorian period, 1837-1900.

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821.81	Tennyson, Alfred
821.82	Browning, Elizabeth Barrett.
821.83	Browning, Robert
821.84	Rossetti, Dante Gabriel
Etc.	
821.89	Minor Writers

In most libraries, these author numbers are ignored, the arrangement under periods being limited to an alphabetical array of individual authors. Fiction is also separated from this class and arranged alphabetically by author in a special sequence

The basic arrangement of this class is practical and convenient for serious students of literature, although it might be said that, especially in the classics, the study is rather of an author than of a literary form. In criticizing this class one writer says, "Classification into forms, poetry, drama, essays, etc., was not really necessary, and was hardly anything but confusing. Dewey separates the works of a single author, if they are under different forms of literature. Thus the works of Victor Hugo would appear in 841, 842, 843, and 846."

Biography

Dewey supplies a separate class for Biography at 920. Here all collective and individual biography are collected and grouped with certain variations, according to the main schedules, e.g. Lives of Chemists are placed at 925.4; Lives of French Philosophers at 921.4 (921 is subdivided by language numbers)

The rule is to give each biography the number of the subject which it best illustrates, or to the student of which it will be most useful. Dewey recommends that more than four figures should seldom be used, e.g. Lives of Pianists should be placed at 927.8, unless in a large special collection, when they may be separated as 927.86. Lives which cannot be placed under any one head are arranged alphabetically by Biographee under 920; or under 920 for men and 920.7 for women.

Opinions differ as to the best treatment of biography, and the following alternatives are allowed by Dewey and are widely used:

(1) Arranged in alphabetical order of biographee, or author of a collective biography, under 920 (or 92). Instead of 920, the symbol B

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is often used, with little advantage, as it has no place in the sequence of the decimal notation

(2) Distributed as far as possible throughout the classes according to subject interest, e.g. Life of Wagner at 782.2 Biographies with no definite subject interest are arranged alphabetically by biographee under 920

(3) When "9" is used to indicate history of a special subject, biography is placed at the "92" subdivision, e.g. 780.9, History of Music, 780.92, Biography of Musicians. Further arrangement is by biographee, or by the author in the case of a collective work, e.g. Life of Wagner, 780.92 w4G

Index

The relative index appended to this scheme was the first example of this type of index appended to the schedules of a book classification. Dewey claims that it is the most important feature of his scheme, he says "My claims for the Amherst plan were not based on the way it is filled out, but upon the central idea of a complete index referring in the simplest possible manner to a scheme of classification," and "the most essential complement of the index is the Tables of Classification."

Arranged in alphabetical order, it aims to include all topics expressed or implied in the main tables together with every likely synonym. It does not include all names of countries, towns, animals, and plants, and in many instances the full subdivisions are not included. To save undue bulking of the index, topics that are further subdivided in the main tables are entered in black face type, and superior figures are used to refer to the special tables in the Appendix which follows the index. In the 14th edition the index has been entirely recast and standardized spelling used. The new index is prefaced by a detailed introduction which should be studied carefully. A contrasted example from the two indices mentioned

13th. edition		14th. edition	
Scandinavia		Scandinavia	
⁴ languages	439.5	¹ church	284.7
⁵ literatures	839.5	⁴ languages	439.5

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philosophers	198	philosophers	198
lives	921 8	biography	921 848
protestants	284 7	union fin. economics	332 43
sheep	636 372		

Mnemonics

Dewey makes full use of the mnemonic principle. In many classes, the subdivisions of one topic are used in the arrangement of another, e.g. under 621 7, Mills, Factories, etc., 621 72, Woodworking Shop may be subdivided as 621 71, Drafting Room. The principal mnemonic features are

- (1) Form Divisions
- (2) Geographical Divisions
- (3) Language Divisions

The application of these mnemonic devices is assisted by the use of four special Index tables, which follow the index to the scheme. In the 14th edition these consist of

- (1) Geographical divisions
- (2) Uniform divisions (Brussels form marks) with special index
- (3) Languages and Literatures
- (4) Philological divisions.

The appendix also includes a special abridged schedule of 582, Systematic and taxonomic botany, from the UDC, equipped with a special index giving both the Brussels and Dewey notations

Survey

It is paradoxical that the very popularity of the Decimal Classification should be responsible for most of the criticism against it to-day. Constant use in hundreds of libraries has brought to light many faults and inadequacies. These are apt to blind the student to the many good points and general efficiency of the scheme as a whole. An appreciative view which is essential to the proper understanding of Dewey, may be yielded by an enquiry into the reasons for its adoption and success against rival schemes.

Published at a time when librarians were beginning to appreciate the need for close classification of books, it was the first *relative* scheme to appear. At the time of its introduction into this country, the tide was

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turning in favour of open access—a system which makes essential the adoption of a systematic classification scheme. Neither Brown in England, nor Cutter in America, although formulated as improvements on the system, proved very serious rivals to a scheme already well established. The Subject Classification reflected the views of one man—in some cases, views of such individuality as to evoke suspicion—whereas the Decimal Classification was compiled, or at least expanded, by specialists. Moreover, the Subject Classification remained unrevised for many years, and was inadequate in its published form for fair-sized libraries. Cutter's Expansive Classification may have become a challenger of some merit, but it remained unfinished, unrevised, and little used. The Library of Congress Classification was of later advent and it is only recently that its outstanding qualities have received wide recognition. The fact remains that the Congress scheme was designed for a particular library of unusual size and content, and, as it stands at present, is unsuitable for wide-spread adoption in public libraries.

All these more recent schemes owe much to the stimulus created by the advent of the Decimal Classification, for Dewey was the first to show the effectiveness of the systematic classification of books. He was the first to utilize a system of decimals in the notation, to use to the full the principle of mnemonics, and to append a relative index to a scheme of book classification.

Fundamental to the success of Dewey was the author's guarantee that, after the 2nd edition (1885) no change would be made in the existing allocation of notation, and also the existence of an organization for revision and publication. Moreover, it was the first scheme to be issued and maintained in a compact, printed, easy-to-handle form. This assurance of permanence bestows that stability without which any library classification scheme is severely handicapped. On the other hand, for the present day needs, the scheme suffers from being tied down to a main order of classes and subsections and to an allocation of notation influenced by thought and published books towards the end of the last century. The now obsolete Natural Science class, the placing of such subjects as Spiritualism¹ and the instances of the poor allocation of notation already noted are good examples of this weakness.

Several sections of the scheme, notably divisions of 700 Fine Arts,

¹ Another place is provided under Religions at 289 9

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remained undeveloped through many editions. After much delay this section has been greatly expanded in the 14th edition and now covers 147 pages. Such examples of contradiction between aims and accomplishment are common in Dewey. These lapses form the principal weaknesses. Originally it was a practical scheme which, despite the inconsistencies of the initial order of classes, had stood the test of use in Amherst College Library. It was directly based on experience of the subjects on which books and articles were written. Dewey, emphasizing the practical aims of the scheme, declares in his introduction, "No theoretical refinement has been allowed to modify the scheme, if it would detract from its usefulness or add to its cost." Succeeding editions, however, have been expanded by specialists with perhaps less regard for the needs of existing literature, so that "refinements" of little value in the practical arrangements of books have been included. As one writer has recently said, the result was "a succession of editions padded out with minute, little used, and often poorly done, amplifications of isolated sections, ill advised amplifications that have thrown the basic decimal scheme all out of focus."¹

Despite this, Dewey remains on the whole an essentially practical scheme. The subdivision, more often than not, exhibits excellent, utilitarian method.

An examination of 640, Home economics, Domestic science, reveals much that is best and typical in Dewey. The division is worked out with constant regard for the literature of the subject and the law of convenience. The continual notes for the guidance of classifiers are an excellent feature. Notice should be taken of the summaries at the beginning of classes and also the general setting out and variation of type which go far to simplify the printed schedules.

It has been shown that the notation of Dewey on occasion reaches an unwieldy length. On the other hand, it must be remembered that in general, medium-sized libraries the average length of notation used is comparatively short. Moreover, arabic numerals are not only of universal significance, but are the simplest method of conveying order. The reduction of the number of main classes to ten and continued subdivision by tens, no matter how ridiculous to the logician or impractical to the librarian, has a great appeal as a simplifying measure to the reader.

¹ Rider, F. *Melvil Dewey*, 1944, p. 36

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Dewey's notation is a major factor in the success of the scheme. So far as mnemonic features are contributions to the efficiency of book classification this notation provides them.

One disadvantage for British libraries which perhaps has been exaggerated, is the extent of the Americanization of the scheme. The use of American terminology, and the frequent arrangement of a class by American Institutions or according to American requirements are to be expected in an American scheme, and in practice it has been found that the inconvenience to British libraries is not marked.

Dewey looked upon his relative index as the most successful feature of the scheme. The English user, however, is occasionally irritated by the omission of common English terms, probably indexed under their American equivalents, and by the "simpler spelling" used throughout the whole scheme until the 14th edition. In this edition, the index has been completely reset and standardized spelling used.

Probably the greatest factor attending the success of the scheme is the ease with which it can be modified by an intelligent librarian to suit the needs of his own community and library. Most libraries have adjusted the schedules in some way, expanding individual topics or grouping various aspects of a subject in one place when desirable, as in the case of special collections. The notation, too, lends itself to modification, being adapted to the number of books. By these means, the utility of the scheme has often been considerably enhanced for the needs of a particular library, but it must be noted that Dewey did not recommend such alterations, although indicating in his Preface that certain modifications have been found practicable. The very popularity of Dewey is argument for its adoption and ensures its continued success. Use in hundreds of libraries provides a basis for uniformity, much to be desired, and also gives definite proof that, despite its faults, the scheme works.

The revision of the Decimal Classification rarely passed beyond expansions of existing heads with their original notation. The 13th edition broke away from previous practice by including an alternative schedule for Psychology at 159.9 (previously unused) in place of the generally considered obsolete and confusing divisions at 130 and 150. The 14th edition omits this schedule with certain other "supplementary tables which have lost their importance and use." It is not indicated whether the 159.9 expansion will be published as a "supplement."

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The separate publication of this alternative schedule, preferably based on the notation 150, together with other expansions of subjects, as used by, say, the Brussels Institute, would prove a practical solution to many of the problems of the scheme. If the Decimal Classification were published class by class with the addition of a cumulative index to the whole, the problem of revision would become less acute. Special libraries would be able to obtain only those parts which their collections needed, and the average cost of production and purchase would be lowered. As in the Library of Congress Classification, each section could be prefaced by an explanation of the application and special problems of each class. Other features which could be easily and usefully applied to Dewey are the alphabetical subdivision of topics where a logical arrangement no longer serves, and the fuller definition of terms.

In 1933, the editorial work of this classification was taken over by the Library of Congress and since that time Dewey numbers have appeared with the corresponding Congress numbers on all cataloguing cards issued by the library. The 14th edition was published under the supervision of a committee of eight specialists with C J Mazney as Editor and M W. Getchell as Associate Editor. In addition to the expansion of existing heads, chiefly in Class 300, 700 and 900 (including a skeleton schedule for World War II at 940.53-54, based on 940.3) reductions and omissions have been made for the first time. The Index has been reset and standardized spelling used both here and in the new expansions. It is indicated that "simpler spelling" has been retained from courtesy to the memory of Dewey and the implication is that this will be dropped from future editions when the schedules are revised and reset for printing.

With this new spirit on the editorial side there is no doubt that the Decimal Classification will continue to hold its present unrivalled position as a library classification scheme, although drastic remodelling may soon be unavoidable.

CUTTER'S EXPANSIVE CLASSIFICATION

Charles Ammi Cutter (1837-1903), librarian of Boston Athenæum, author of *Rules for a dictionary catalogue*, formulated the *Expansive Classification* in response to numerous requests from other librarians for a simple classification for the arrangement of various-sized libraries. Cutter considered that the Dewey scheme was not suitable for all libraries and advanced this scheme as an improvement on the Decimal Classification. The *Expansive Classification* was based on his experience in the arrangement of the collection of over 170,000 volumes in the Boston Athenæum and began to appear in print in 1891. Cutter was of the opinion that libraries needed a more or less detailed system of classification according to the extent of the stock, and the whole plan of his classification was based on this contention.

In its final form the *Expansive Classification* was to consist of seven separate classifications, each of progressive fullness, the first being very simple, and arranged for libraries of very small stock, and the last being very complex, and intended for libraries with stocks of some millions of volumes. The first scheme consisted of a few wide classes, with no subdivisions, this was developed in successive tables by gradually increasing the number of classes and sub-classes, and by bringing additional letters into the notation. Cutter recommended that, when a library is small and growth is likely to be slow, one of the earlier classifications should be applied and the others brought into use consecutively as the library develops. It is from this adaptability of the classification to accommodate a growing stock that it gets its name "Expansive". The first six expansions were completed, and Cutter was engaged on, and had nearly completed, the seventh expansion at the time of his death. The finished classes of this last expansion were published in folded sheets equipped with individual indexes, but with no covering introduction. Unfortunately, the work was not completed, and the *Expansive Classification* in the seventh expansion, perhaps one of the most interesting of book classifications, is neglected and almost unused.

The published part of the seventh expansion differs so greatly from the first six expansions in its schedules, notation, and indexes that it

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is virtually a separate individual classification. This last expansion will be considered most fully in the following notes. The Expansive Classification is being used in a modified form in twenty-four American libraries¹ and in one British library².

Main Outline

The first classification consisted of eight classes.

- A Works of Reference and General Works
- B Philosophy and Religion
- E Historical Sciences
- H Social Sciences
- L Sciences and Arts, Useful and Fine
- X Language
- Y Literature.
- YF Fiction

For preference, Historical Sciences to be subdivided into

- E Biography.
- F History.
- G Geography and Travels.

In the fifth expansion the whole of the notation A-Z is used for the first time, the outline in the sixth expansion is

- A General Works
- B Philosophy and Religion
- C Christianity and Judaism
- D Historical Sciences
- E Biography
- F History
- G Geography and Travels.
- H Social Sciences.
- I Sociology
- J Civics, Government, etc
- K Legislation.
- L Sciences and Arts
- M Natural History.

¹ A L A *Survey of libraries in the U.S.* 1927, Vol. IV, p. 7.

² *Library World*, Vol. 40, 1937-38, pp. 155-157

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- N Botany
- O Zoology.
- P Vertebrates
- Q Medicine.
- R Useful Arts, Technology.
- S Constructive Arts, Engineering and Building
- T Fabricative Arts, Manufacture and Handicrafts
- U Art of War.
- V Athletic and Recreative Arts
- W Art, Fine Arts
- X Art of Communication by Language
- Y Literature.
- Z Book Arts

The main classes are said to follow the "inverted Baconian" order, but this claimed relation has little real meaning. Bacon's main classes were so wide in scope that almost any outline of the main sections of modern knowledge could be shown to bear some relation to them. Cutter claimed an evolutionary or historical order, saying that, although the Expansive Classification was designed, not as a classification of knowledge but of books, he believed that a "maker of a scheme for book arrangement is most likely to produce a work of permanent value if he keeps before his mind a classification of knowledge."

Subdivision of Classes

The author claims to have carried out an evolutionary arrangement in the subdivision of many of his classes. He explained the principle underlying this subdivision.

"The Expansive Classification follows the evolutionary idea throughout, in natural history putting the parts of each subject in the order which that theory assigns to their appearance in creation. Its sciences proceed from the molecular to the molar, from number and space, through matter and force, to matter and life; its botany going from cryptogams to phanerogams; its zoology from the protozoa to the primates, ending with anthropology. The book arts follow the history of the book from its production (by authorship, writing, printing, and binding), through its distribution (by publishing and bookselling), to its storage and use in libraries, public and private, ending with its description."

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that is, bibliography, suitably divided into general, national, subject and selective Economics, too, have a natural order—population, production, distribution of the things produced, distribution of the returns, property, consumption

"Similar examples of logical, or, if you please, natural arrangement, are putting Bible between Judaism—to which the first part, the Old Testament, belongs—and Christianity, whose sacred book forms the second part, putting Church History between Christian Theology and History; putting Statistics between Geography and Economics, since it might have gone in either, putting Music between Recreative Arts and Fine Arts "¹ On the other hand, Cutter frequently provides a simple alphabetical order of topics within classes, using the first letter or letters as the final symbols, e.g.

Ww	Furniture	Wwd	Desks
Wwb	Beds	Wws	Sideboards
Wwc	Cabinets.	Wwso	Sofas
Wwch	Chairs	Wwst	Stoves
Wwcl	Clocks	Wwt	Tables
Wwco	Coffers		

Cutter's method of subdivision is sound, not so much because it is based on a logical order, but because it is practical and convenient, being based to a great extent on the needs of an actual collection of books. A good example from Class B, Philosophy and Religion

BM	Moral Philosophy	Ethics
BMF-BMI	Special Theories	
BMK	Special Problems	
BML-BMY	The Individual (his conscience, ideals, duties, etc.)	
BN	Virtues, crimes, etc (arranged alphabetically)	
Bo	Society; classes of individuals (arranged alphabetically).	
Bp-Bpx	Family Ethics	
BpY	Social Morality	
Bq-Bqx	Social Ethics.	

The aid of specialists was sought in the formulation of various schedules, e.g. the Mathematics schedules in the seventh expansion were formulated by Richard Bliss, Librarian of Richmond Library,

¹ *Proceedings of the 2nd International Library Conference, 1897, pp 84-8*

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Newport, Rhode Island, the Medicine schedules by Dr G E Wire, when medical librarian of the Newberry Library. In both cases, apart from minor alterations, Cutter was responsible for the notation only. Throughout the schedules of these classes the original notation as appended by the specialists are given on the right-hand side of the page. An example of the subdivision of the Medicine class showing the two notations.

Q MEDICINE

QK	Ophthalmology	QK
QKA	Diagnosis	Qk11
QKAO	Ophthalmoscopy	Qk12
QKB	Accommodation Errors.	Qk13
QKC	Artificial Eyes	Qk14
QKD	Binocular Vision	Qk15
QKE	Blindness	Qk2
QKEC	Colour Blindness.	Qk21
QKF	Glasses.	Qk22

Etc

Frequent definitions of varying fullness are supplied throughout the schedules

Notation

The classification is equipped with a flexible, brief, and fairly simple notation. It consists of capital letters, with small capital letters representing the divisions, both used alphabetically. Although widely quoted as pure, it is more correct to designate this notation as mixed. The complete notation contains capital letters, small capital letters and figures (used in the form divisions, the local list, and for special subdivisions in the seventh expansion). The use of large and small capital letters is confusing and might easily have been avoided, although it is doubtful if these different forms are, or were, used in practice. Heads from the tables of successive classifications show the gradual expansion of the schedules and of the notation.

1st , 2nd	3rd	4th
H Social Sciences (including Sociology)	I Sociology.	I Sociology. Ib Crime. Ik Education.

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<i>5th. and 6th</i>	<i>7th</i>
I _K Education.	I _P Pedagogics, Teaching
I _L Means of Education	I _{PC} Curriculum.
I _P Pedagogics (6th only)	I _{PD} Discipline
I _U Schools.	I _{PD} C Corporal Punishment
I _X Colleges.	I _{PE} Examinations
I _Y Special Schools	I _{PH} Hours of Study, Vacations, etc
I _Z Classes of Persons Educated	I _P I Inspection
	I _{PM} Marking
	I _{PO} Organization
	I _{PT} Truancy
	I _Q Normal Schools (with local list)
	I _{QT} Teaching as a career

Note the occasional initial letter mnemonics

In many instances the notation is badly allocated. Subordinate subjects have frequently a shorter symbol than the more general subjects, and thus the sequence of the schedules is not obvious. The division, Algebraic Constants L₈₈, has a shorter mark than the wider head, Exponential Mathematical Tables L₈₈₁, Electric Engineering at T_{DZ} is subordinated to Steam Engines at T_D. In the seventh expansion, the notation, which runs to four and five figures, without the addition of form, geographical, or other special subdivision marks, can no longer be considered simple or effective, e.g. V_{AUYU} Umpires (sport), K_{AKKO} Cross Examinations (Trials). The absence of a "splitting device" militates against it as a convenient practical tool, for the solid phalanx of letters, avoided in the notations of other schemes, does not convey order simply, and is not easily grasped by the mind. An examination of the schedules shows that Cutter's claim that an early expansion of the scheme could be first adopted, and subsequently a later expansion used without alteration of records, is not entirely justified, e.g. Musical Instrumentation is marked L, V, V, Vv, V_{WA}, V_{WX}, V_{WT} successively in the seven expansions.

Generalia Class

This class is a strictly orthodox general works class and is somewhat similar in outline to that of the Decimal Classification.

THE EXPANSIVE CLASSIFICATION

A	General Works.
AD	Dictionaries
AZ	Encyclopædias.
AI	Indexes.
AM	Museums, General.
AP	Periodicals, General
AQ	Quotations.
AR	Reference Books.
AS	Societies, General

No "pervasive" subjects, such as Library Economy, are included here.

Form Divisions

Cutter appends common form divisions, which can be used throughout the schedules with an invariable meaning. In the first expansions, the following eight divisions were used:

D	Dictionaries	P	Periodicals
E	Encyclopædias	Q	Quotations
I	Indexes	R	Reference.
M	Museums.	S	Societies.

These are a replica of the main divisions of the Generalia class, and the first letter of each division is used as the distinguishing symbol, giving additional mnemonic value. In the sixth and seventh expansions, these common viewpoints became nine in number, and were given a numerical notation, as it was thought that the symbols of the former set were apt to be confused with those of the main notation.

- .1 Theory.
- .2 Bibliography.
- .3 Biography
- .4 History.
- .5 Dictionaries.
- .6 Handbooks, etc.
- .7 Periodicals.
- .8 Societies.
- .9 Collections.

The point (.) is a separating device only. These numbers may be added to any class number ZP Libraries, ZP 7 The Library Journal, etc.,

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ZP 8 The American Library Association, etc., Y39 French Literature,
Y39.9 a collection of extracts from French writers

Local List

This is a list of countries and places for use chiefly in Class F, History and Class G, Geography and Travels. An attempt has been made not merely "to put together countries that subjoin on the map, but to arrange them in such order that those which have most to do with one another shall not be widely separated." Such an attempt, of course, can be only partially carried out.

21	Australia	30	Europe
211	West Australia	31	Greece and Rome, "Classic"
212	North Australia	32	Greece
213	Alexandra Land	35	Italy
214	South Australia.	36	Rome, city, kingdom, etc
215	Queensland	38	Switzerland
216	New South Wales	39	France
217	Victoria	40	Spain

History of England F45, Geography of England G45

Travels in S America G98, History of Brazil F99

The tables are not expanded in great detail, quite often the country only is assigned a number. A division for any place not mentioned can be made by adding the initial letter of the place name followed by one or two figures from Cutter's Author Mark Tables. Cutter advocates that single towns and villages should be arranged in alphabetical order but distinguished by the addition of 0 to the Local List number, e.g. under 44, Wales, single places would have the notation 440 followed by the initial letter or letters. Thus 440Sw would represent Swansea.

In the subdivision of some sections Cutter does not use the Local List, but supplies special geographical subdivisions in the main schedules, e.g. under B Philosophy, Oriental Philosophy is BA, not B60, Chinese Philosophy is BAC not B66; Indian Philosophy is BAI not B69.

In the seventh expansion, Cutter has provided period divisions both in the History and Geography classes, the numerical notation in the History class is used with a decimal significance.

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G46 Netherlands	F46 History of Netherlands
1 Early	461 Early History
2 1437-1507.	4612 Under Burgundy (1437-76).
3 To 1566	4613 Under Austria (1476-1507).
4 A-Z since 1813	4614 Under Spain (1507-66)
	462 Kingdom of the Netherlands (1813-30)

In this expansion, Cutter outlines various alternatives for the arrangement of these two classes

Language and Literature

In the sixth expansion, the language and literature of a special country are collected in Classes X and Y by the corresponding number from the local list

X Language	Y Literature.
X35 Italian Language.	Y35 Italian Literature.
X39 French Language	Y39 French Literature.
Y39d French Drama	Y35d Italian Drama.
Y39f French Fiction	Y35f Italian Fiction.
Y39p French Poetry	Y35p Italian Poetry.

Cutter suggests that in most British libraries it would be more convenient to group all English and American literature at the main head, instead of at Y45, and place Literature in General at Y11. He says that, as almost all the books on Language and Literature in small libraries, and a very large part in all libraries, relate to the English language and literature, an exception is made to the rule that the general precedes the particular in order to secure the shorter class mark for the larger class.

The language and literature classes in the seventh expansion are very elaborate. The schedules of Arts of communication by language, which includes Book Arts, with the index, number 141 pages. This class abounds in alternative arrangements. Within Literature and Book Arts the order may be Philology, Literature and Books, or Philology, Book Arts, Literature, in this order at X, Y, and Z respectively. Again under Language and Literature, the individual languages and literatures can

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be arranged according to a schedule based on the affinities of languages or alternatively by the Local List

Xx	Greek Language
Xv	Modern Greek, Romaic
Xl	Latin.
Xn	Italian
Xo	Spanish
Xp	French
Xp	Polish.
Xrr	Russian
Xt	Swedish
Xu	Danish
Xv	German, Modern High German
Xx	Anglo-Saxon or Old English
Xy	English.

Thus *letter* arrangement may be used in the Literature class, Italian Literature YN, French Literature YP, and so on

The literature class can be further subdivided by special tables, which include Time Lists and Form Lists. Thus, French Literature may be divided into periods :

Yp	French Literature
Ypaa	To 1400
Ypab	1400-1499
Ypad	1500-1599 Renaissance
Ypae	1600-1715 Classical period
Ypaf	1715-1789 18th Century

or into forms :

YPD French Drama, YPF French Fiction; YPN French Ballads, YPP French Poetry; YPQ French Wit and Humour.

There are other special tables, which should be studied carefully in the actual schedules

Biography

The inclusion of Biography in the common form divisions enables biography to be split up according to subject interest, e.g. Biography of Criminals is 3. Cutler, however, states that he himself did not use

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this division, "preferring to put all biography in E," where individual biographies are arranged alphabetically by biographee. Collective biography limited as to subject may be arranged in a number of ways:

- 1 Split up according to subject, e.g. Kl. 3 Lives of lawyers.
- 2 Placed in class E

(a) In an alphabetical list by the English names of the classes,
e.g.

E A	Artists
E B	Botanists
E E	Eccentric persons.
E En	Engineers

(b) In the order of the classification by the class letters, e.g.:

E B	Philosophers
E CB	Biblical persons
E G.	Travellers
E L	Scientists

Cutter justifies this collection of biography—"the reason is that a considerable number of lives do not illustrate any class; others illustrate several subjects, and one does not know under which to put them; and, moreover, it is a great convenience to know that a life is sure to be in one definite class, and not to have to pause to think in what class the man belongs." He makes an exception for the lives of artists, which he says generally contain so many reproductions of their works, that they are better placed with the subject. On the other hand, under certain heads, Cutter makes provision for the inclusion of biography under subject, ignoring the use of the form division 3, e.g.

Vt	Theatre
Vta	Collections Biography
Vtaa	Single lives of actors and managers.
to Vtz	

arranged alphabetically, e.g. VtG193 Life of Gamick.

Index

The first six expansions, when published together in 1893, were equipped with a cumulative alphabetical index to subjects showing

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the various notations in the six expansions for the respective subjects
This index was to some extent relative.

Christ, Atonement	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Cgp
Christ, Divinity of	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Cgs
Christ, Life of	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Cgg
Chnst, Offices	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Cgm
Christ, Person of	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Cgh
Christ, Second Coming of	B, ³ C, ⁴ Cc, ⁵ Cf, ⁶ Chi

The numbers against the notations point out to which of the six expansions that particular notation belongs. Thus ⁵Cf shows that the notation Cf is used in the fifth expansion for the Life of Christ.

The sections of the seventh expansion that have been published are equipped with a separate relative index, which it was proposed to amalgamate into one complete index when the full tables were prepared. As it stands, however, the separate indexes are relative to one class only. An example

Tax Collectors	Kazl
— direct	Htl
— incidence of	Ht
— income	Htg
— indirect	Htl
— local	Ht ¹
— progressive	Htep
— property	Hte
— school (law)	Kpq, Kv86
— single	Hte
— special, see Taxes	

To avoid repetition of the note "The Local List is to be used when necessary," Cutter employed the sign ¹ (an inverted l) as seen in the entry above for Tax, local.

The index entries are also frequently annotated with lucid explanations: Under Instructive games Vpv, in the Index appended to Recreational arts, "i.e. those designed to teach History, Biography, Literary History, Bible History, etc. For War games see Vcy. May be in Class I. Add to Vpv the class mark of the subject taught."

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Mnemonics

Mnemonic value is obtained by the use of:

- (1) Common Form Divisions
- (2) Local List
- (3) "Initial" letter as notation in subdivisions

Survey

Most critics have praised this scheme. Richardson has said that it is "a really scientific work of high value" Brown assessed it as "one of the most scientific and complete modern schemes of classification"; while Bliss says,¹ "Here lies the library classification that has brought into service some of the most valid principles and in the historical situation has best served as a stepping stone to the future. High respect and gratitude are due from those who have followed" In principle it is one of the best of modern bibliographical schemes, it is the work of a librarian assisted by specialists, the outline and subdivisions combine practical and theoretical principles to a remarkable degree, it has been formulated on experiment in an actual library, it is flexible, and frequently allows the use of alternatives, the notation has considerable mnemonic value, the existing sections of the seventh expansion show that it was abreast of knowledge when published and equipped with excellent terminology and very full directions, giving valuable practical advice to classifiers Many of its best features have been used in the formulation of the Library of Congress Classification and the alternative location method, as noted in the Literature Class, has been used and developed by Bliss in his Classification. The scheme has some grave disadvantages which have prevented it from being of real importance in the field of practical bibliography It is incomplete and out of date, e.g. in the seventh expansion we find

Sz	Aerodromes
Szb	Balloons.
Szc	Dingible.
Szp	Aeroplanes
Szq	Kites

All parts are not worked out with equal fullness—one section from the

¹ Bliss H E *Organization of knowledge in libraries*, 1933, p. 241.

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fifth expansion might have to be used and another from the sixth. The full notation of letters is often very cumbersome. It lacks a complete index, is out of print and difficult to obtain, and is comparatively untried.

Miss Margaret Mann suggests¹ that the interest to students lies in the facts

- (1) It has been used in developing later classifications and must therefore take its place as a real contribution to library literature, even though incomplete
- (2) From the historical point of view the scheme cannot go unrecognized, as it was conceived by a scholar and a librarian whose work has done much to put library science on a high plane

¹ Mann, M. *Cataloguing and classification*, 1943, p. 68

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The Library of Congress, Washington, was established in 1800 by an Act of Congress as a legislative library and was housed in the Capitol until 1897, when it was moved to its own premises which constitute the largest, most ornate and most costly library buildings in the world.

The first stock of 964 volumes and 9 maps was arranged by size. This arrangement remained in force until 1812, by which time the stock had increased to 3,076 volumes and 53 maps. In the catalogue of the library published in 1812, the collection was divided by subjects into 18 chapters, and then arranged by size. In 1815, following the destruction by fire of the greater part of the collection, the library of Thomas Jefferson was purchased, and his classification, with 44 divisions, adopted. Jefferson catalogued and classified this collection, and in 1815 published the *Catalogue of the Library of the United States* in which the books were arranged alphabetically within the 44 groups. This scheme was used, with modifications, throughout the nineteenth century, until in 1899 Dr Herbert Putnam became librarian, and decided to reorganize the library, including an entire re-classification. By this time the library had grown to immense proportions, the stock totalling over 2,000,000 volumes, and had become of national importance.

After careful consideration, it was thought that neither of the existing bibliographical schemes, Cutter and Dewey was suitable. It was decided to formulate a special scheme, utilizing the best of all existing classifications, to meet the individual needs of the Library and to be governed by its actual contents. Dr Putnam has said that the classification was devised from a comparison of existing schemes and with special consideration of the particular conditions in the Congress Library, the character of its present and probable collections, and its probable use. The special nature of the library influenced the whole structure of the scheme, its order and the extent of its subdivision. The main collections of books cover Bibliography, Public Law and Legislation, Fine Arts; and American Local History, Biography and Genealogy. These and other collections of national importance are each housed in a separate department or building. Besides its research and other services for members of Congress and government departments, the

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library offers facilities to serious scholars and acts as a national library, standing at the head of a recognised inter-library loan system with college, university, state, municipal and other libraries Mr D C Mearns, Reference Librarian, Library of Congress, has stated that in June, 1942 the collections included 6,609,387 printed volumes and pamphlets, 1,472,251 maps and views, 1,619,280 volumes and pieces of music, 561,779 prints and so many manuscripts that a numerical estimate was not feasible¹

The schedules of the classification, equipped with a relative index, were published separately by the Government Printing Office, Washington, at a low price The finished result is a series of special schedules, more minute than any other in print

No national library has attempted such a gigantic task, which has been successfully carried out only by the number of specialists and the ample funds available The scheme is being used in over two hundred libraries throughout the world, including one hundred and sixty American² and ten British libraries It appears to be gradually growing in favour in British university libraries³

Main Outline

The outline of the main classes as revised to 1934

- A General Works Polygraphy
- B Philosophy Religion
- C History Auxiliary Sciences
- D History and Topography (excluding America)
- E-F America
- G Geography Anthropology
- H Social Sciences Economics Sociology
- J Political Science.
- K Law.
- L Education
- M Music
- N Fine Arts

¹ *The Americana annual*, 1943, p 429

² *Library of Congress, Annual Report*, 1937, p 241-244, 1941, p 235.

³ *Library World*, Vol 40, 1937-38, pp 155-157.

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- P Language and Literature.
- Q Science
- R Medicine
- S Agriculture Plant and Animal Industry
- T Technology
- U Military Science
- V Naval Science
- Z Bibliography and Library Science

This seems to be based on that of Cutter, but the full outline is purely arbitrary and in no way scientific, historical, or evolutionary. The classification is composed of a series of special classifications with no connexion between them, except the accidental one of their alphabetical notation. It is noticed that the letters I, O, W, X, and Y have not yet been used, thus providing at least five main units of notation, for future development of the main classes, although, as Bliss objects, future expansions are most likely to concern existing classes, not new main classes.¹

Subdivision of Classes

The actual procedure of making the schedules was roughly as follows: the classifiers made a general conspectus of each class and planned an outline. They noticed what books were contained under each subdivision, how they conveniently grouped themselves together, and designed the schedules accordingly, providing places for every need. Special collections of books in the library were classified by scholars and specialists in those classes of literature.

The classes, divisions, and subdivisions have therefore been developed according to the use made of a huge collection of books, and with little heed to any outside theoretical consideration. Certain sections still remain to be developed, e.g. Epigraphy is as yet a bare outline. Many of the schedules, particularly Natural Science, naturally reflect the specialized knowledge of the formulators, in this way combining the theoretical side of the subject with the practical purpose of the scheme. Throughout the scheme, as may be expected from the nature of the library, special emphasis is given to American topics.

The general principle of arrangement within the classes or under subject is as follows:

¹ Bliss, H E *Organization of knowledge in libraries*, 1933, p 268

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(1) General form divisions, such as Periodicals, Societies, Collections, Dictionanes, and so forth

- (2) Theory, Philosophy.
- (3) History
- (4) Treatises
- (5) Law, Regulations, State Relations
- (6) Study and Teaching

(7) Special subjects and subdivisions of subjects, progressing from the more general to the specific, and as far as possible in logical order.

This sequence is not strictly adhered to, being quite arbitrary, and is an indication only of the main groups into which the average class has been divided. The resulting order is roughly historical, and wherever possible the subjects are arranged according to their chronological development. In other branches of knowledge the order is from theory to application. This method of division is not consistently carried out to its logical conclusion, as, say, in the Subject Classification.

The schedules provide for the most minute grouping of subjects, and, in many instances, a marking for individual titles is applied for the arrangement of special collections or the works of prolific authors. Good examples of this are found in Class B, Philosophy, and Class P, Literature, under JC (Theories of State) there is a special table at JC 177-178 for the works of Thomas Paine, in which over thirty places are provided for editions of a single work. The separate classes published are made complete by the inclusion of certain phases of a subject which may preferably be classed with other groups. The same topic is often included in several classes, but brackets are used to show when the entry is secondary, making the schedules especially useful for special libraries. Frequent use is made of references to related topics in other classes, and definitions of the meanings of the terms are freely employed.

A feature of the subdivision is the use of alphabetical arrangement where the hierarchical order has no further usefulness. This method is effectively used in many classes, e.g. Philosophy, Literature, and Science.

- | | |
|-------|-------------------------------|
| QE831 | Insects |
| 832 | Subdivisions, alphabetically. |
| C6 | Coleoptera. |

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D6	Diptera
H4	Hemiptera
.H9	Hymenoptera.
L5	Lepidoptera
N5	Neuroptera
O7	Orthoptera
T8	Trichoptera.

In such classes as Philosophy, Social Sciences, Political Science, etc., the association of subjects by country, rather than by topic, is made a feature. The Philosophy class is an excellent example of the severely practical outlook of the classifiers. Here under Modern Philosophy the main arrangement is roughly as follows—by country, by period and then the notation is allocated to individual philosophers arranged alphabetically. This arrangement is justified in the Preface to the class “It seemed that in this class a desired degree of consistency or uniformity of treatment was not attainable in the distribution of the works of a particular philosopher by subject, owing to lack of issues of such works in separate form, the only existing or available editions in many cases forming part of collections, collected works, or combinations of two or more special works. It was thought best, therefore, to keep together the resources of the library on a given writer, providing for the representation of special works under the subject or subjects by filing reference entries in the shelf list under Logic, Metaphysics, Psychology, Ethics, and more specific subjects, as the case might be. Although duplicating to a certain extent the arrangement of the alphabetical catalogue, this appeared to be the only method by which great irregularity could be avoided.”

Many classes are equipped with special tables and directions for subdividing the general tables more minutely. These special tables are individual to the one subject to which they apply and can seldom be used for the subdivision of other topics. For example in Class J, Political Science, there are special tables for marking Official Documents, consisting of a letter and a figure used after a point (.) as A2—Early schemes of legislative documents. Full prefaces are appended to many of the published classes, giving the user a valuable insight into the method underlying the development and subdivision of the schedule.

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Notation

The notation is a mixed one of letters and arabic numerals, and as a rule each division is numbered from 1 to 9,999 according to the detail of the division. The symbols used are -

(1) For classes and main divisions, single capital letters or double capital letters.

(2) Divisions and subdivisions; these letters combined with numerals, used integrally, in ordinary sequence

Q	Science.	QC	Physics
QA	Mathematics	1	Periodicals, Societies, etc
QB	Astronomy	3	Collected Works.
QC	Physics	5	Dictionaries
QD	Chemistry	7	History
QE	Geology, Palæ- ontology, etc		Etc
QH	Natural History	51	Laboratories
QK	Botany	53	Instruments and Ap- paratus
QL	Zoology	61	Tables
QM	Human Anatomy	71	Essays, Lectures, etc
QP	Physiology	73	Force and Energy
QR	Bacteriology	75	Miscellaneous Specu- lation

Expansion is provided for by gaps in the sequence of the notation, by the use of decimals, if necessary, and also by the addition of a lower-case letter in conjunction with the existing capital letters in the notation. The resulting notation has an enormous elasticity, but is far from brief

TX556 M5 Milk Testing
QL444 D3 Lobsters
QD181 C1 Carbon
SF489 L5 Leghorn (Poultry)

It must be remembered, however, that the scope and detail of the schedules demand a comparatively lengthy symbol. Considered as a whole this notation is almost excellent, it is flexible and as short and simple as is possible, but has little mnemonic value

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Generalia Class

This is an orthodox bibliographical general works class, very similar to that of Cutter, and provides places for polygraphical books only.

A	General Works
AC	Collections Series Collected Works
AE	Encyclopædias.
AG	General Reference Works (other than encyclopædias).
AI	Indexes
AM	Museums
AN	Newspapers
AP	Periodicals
AS	Societies Academies
AY	Yearbooks Almanacs
AZ	General History of Knowledge and Learning.

The symbol denoting the subdivision is frequently the first letter of the name of that subdivision

Form Divisions Geographical Divisions

There are no common form or geographical divisions as are provided in the other main bibliographical schemes. These divisions are repeated throughout the individual classes of the scheme, with little or no attempt to give them mnemonic significance. This results in an inflation of the main tables, which already number several thousand pages, but tends to make clear every variation that may be applied and also ensures the independence of each class, a valuable feature for special libraries. This lack of mnemonics is often of practical value, for some subjects are better equipped with a different set of subdivisions designed to suit that subject. On the other hand, the frequent use of alphabetical order in the subdivision gives a certain amount of "memory value."

Under Class TS Manufactures, Periodicals are denoted at various places in the schedules by the symbols, TS1, TS200, TS540, TS1228, TS1772, TS1784. In the majority of cases, however, this particular form division occupies the first or second subdivision of a subject.

One of the most general series of form divisions in use is:

1. Periodicals
2. Yearbooks

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3. Congresses.
5. History.
6. Local.
7. Directories, Lists
- 8 A-Z Individual Societies arranged by Cutter's marks.

Throughout the classification, geographical division is made in one of the following ways

(1) By a series of numbers assigned to a place in the regular sequence of the notation, e.g. under SH, Angling, SH461-601 are assigned to America, SH603-643 to Europe; SH651-667 to Asia. Each continent is divided in some detail, e.g. SH531, North Carolina; SH533, North Dakota, SH535, Ohio, SH537, Oklahoma.

(2) By leaving a set of numbers blank and referring the classifier to a special table where the countries are listed with numbers that fill the blanks, e.g. Under SB821-923, Economic Entomology Documents, is the note "By country Table I". This table lists countries of the world from 21-123, e.g. 52 is Peru. Documents of Economic Entomology of Peru takes the number SB852.

(3) By additional decimal number, e.g. under GB561-568, Valleys subdivision by "Other countries" is made by the use of a special decimal table. Examples

69	Asia
7	China
71	India and Ceylon
72	Indo-China
73	French Indo-China
74	Indonesia
.75	Dutch East Indies
76	Philippine Islands

(4) By subdividing alphabetically, e.g. SH101, Fish Culture in other European countries, A-Z; SH101 F5, Fish Culture in Finland

The most obvious geographical tables are those appended to Class G, Geography, H, Social Sciences; T, Technology, and U-V, Military and Naval Sciences. These tables are arranged alphabetically

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Alabama	A2	Colorado	.C6
Alaska	.A4	Connecticut	C8
Arizona	.A6	Dakota (Territory)	D2
Arkansas	A8	Delaware	.D3
California	C2	District of Columbia	D6

These numbers are used after a point (.) for dividing subjects whenever the directions "Local, A-Z" or "By countries, A-Z" appear in the schedules. Even these tables are not mnemonic, for in different tables the letters have different meanings; thus, N8 may mean Norway, North Carolina, or Nova Scotia according to the subject to be subdivided.

The minuteness of the geographical division is dependent on the subject to be divided and its importance from the point of view of literature. In some cases subdivisions to the continent is sufficient, while in others, such as in Class D, History and Topography, the most minute geographical head has been given a number. Thus, under DQ, Switzerland, the number 841 is assigned to Regions, Peaks, etc., with the provision for subdividing still further by arranging the peaks, etc., alphabetically by their Cutter number, e.g. the number for Jungfrau (Cutter's number J8) would be DQ841 J8.

Language and Literature

The schedules of Class P, Language and Literature, are subdivided in great detail and extend to many hundreds of printed pages. The main divisions of the class are

PHILOLOGY LINGUISTIC.

P	Comparative Philology Linguistic. Indo-European Comparative Philology Extinct Languages of doubtful relationship.
PA	Classical Philology and Literature
PB	Modern Languages General. Celtic
PC	Romanic.
PD-PF	Germanic
PD	General. Gothic Scandinavian.
PE	English.
PF	Dutch. Friesian German.
PG	Slavic Balto-Slavic Albanian.
PH	Finnish. Hungarian. Basque.

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PJ-PL	Oriental.
PJ	General Hamitic Semitic
PK	Indo-Iranian. Indo-Aryan Armenian. Caucasian
PL	Altaic Eastern Asia Oceanica Africa.
PM	Hyperborean Indian Artificial Languages LITERARY HISTORY. LITERATURE.
PN	General
(PP)	Classical, <i>see PA.</i>
PQ	Romanic
PR	English
PS	American
PT	German Dutch. Scandinavian
(PV)	Slavic, <i>see PG</i>
(PX)	Oriental, <i>see PJ-PL</i>
PZ	Fiction and Juvenile Literature

The optional locations, PP, PV, PX while given in the synopsis of the P-PA schedule (1928) are not mentioned in the more recently published schedule PB-PH (1933) nor in the index to P-PM (1936)

As a general principle language and literature are collected, the language divisions preceding those allocated to the literature

HUNGARIAN.

PH2001-2071	Philology
2073-2095	Language, General
2097-2800	Grammar, Phonology, Etymology, Lexicography, etc

HUNGARIAN LITERATURE

PH3001-3009	Form Divisions
3012-3130	History
3132-3188	Collections of Poetry, Drama, etc , grouped according to literary form.
3194-3381	Individual Authors, A-Z
3401-3415	Local, by region, province, place
3421-3718	Translations

Under 3194-3381, Individual authors, A-Z, blocks of numbers are given to the foremost writers, others being grouped at specific numbers in the alphabetical sequence .

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PH3202	A-AR
3205-3209	Arany, János, 1817-1882
3213	Arany, László-Eőt
3220-3224	Eötvös, József, báró, 1813-1871.
3241	Eőt-Jok
3260-3278	Jókai, Mór, 1825-1904.
3291	Mol-Pet

All authors are thus collected in one alphabetical sequence, irrespective of the literary form of their works

The literatures of the major literary languages are separated and placed under PN-PT, PV and PX being unused in the Congress library itself. This separation is yet another example of the practical nature of this scheme and of the influence of the actual stock upon the schedules.

Taking English Language and Literature as an example, we have the works on English literature and the texts collected at PR, and separated from those on English language, placed at PE (which includes Anglo-Saxon and Middle English)

ENGLISH LITERATURE

Works about the Literature

PRI-166	Literary History and Criticism General
171	Anglo-Saxon (beginnings to 1066)
251	Mediaeval Middle English (1066-1500)
401	Modern
500	Poetry
621	Drama
751	Prose
821	Prose Fiction The Novel.
901	Oratory
911	Letters
921	Essays.
931	Wit and Humour Satire.
941	Miscellany Curiosa Eccentric Literature
951	Folk Literature.
972	Chap Books.

Main division is by period

BOOK CLASSIFICATION

Texts

- 1101-1395 Collections (arranged by form, then period, e.g. Drama collections occupy the divisions 1241-1273 Z9; a collection of 16th-century plays would be numbered PR1261)
- 1490-1799 Anglo-Saxon
- 1804-2165 Anglo-Norman Period Early English. Middle English
- 2199-3198 English Renaissance (1500-1640)
- 2199-2405 Prose and Poetry
- 2411-3198 Drama
- 3291-3784 17th and 18th Centuries (1640-1770)
- 3991-5990 19th Century (1770/1800-1890/1900)
- 6000-6049 20th Century
- 8309-9899 Provincial Colonial, etc

Except in the special instance of the Renaissance period, where it will be noted that the form Drama is separated, all literary forms are ignored and the arrangement within the period divisions is alphabetically by author, fiction is, of course, placed apart at PZ. The result is roughly an alphabetical array of authors and titles, that order being maintained by the allocation of notation symbols and the use of Cutter numbers to individualize author, work, and edition. The allocation of the notation varies according to the importance and actual stock of an author's works in the library. Authors such as Shakespeare (PR2851-3112—occupying nine pages of the schedules) and Dickens (PR4550-4598) are given whole blocks of numbers, other lesser-known authors have one or more numbers, or are grouped by their Author Mark at one specific number (seven authors ranging from Percy Fitzgerald to James Hain Friswell at PR4705). Tables in the form of appendices allow even a minor author to be subdivided.

The main divisions under an author are:

- Collected Works.
- Translations.
- Selections, Anthologies, A-Z
- Separate Works, by title, A-Z.
- Biography and Criticism.

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The schedules of this class, reflecting as they do the experience gained through the administration and use of an enormous collection of literature, are worthy of serious study. It is interesting to note that PN, General Literature, includes such subjects as Authorship, PN101-249; Acting, PN2055-78; Scenario Writing, PN1997; and Journalism, PN4700-5639.

Biography

Biography, collective or individual, which does not illustrate any particular subject, is placed at CT, where it is regarded as an auxiliary of History. All other biography is placed with the subject it illustrates. Other bibliographical schemes allow this method of splitting up biography, but in this scheme it is compulsory. Thus in Class M, Music, the numbers ML385-406 are devoted to Collected Biography and ML410-429 to Individual Biography. Provision is made at (CT3910-9995) for the collection of Biography by subject—these are "extra" divisions, notified by use of brackets.

Index

Each class is equipped with an alphabetical relative index, the fullness varying considerably from class to class. These indexes are individual, and, except for very occasional references to related topics in other classes, refer only to the schedules to which they are appended. The entries include geographical entries, personal names when used as subjects, references from different forms of names, names of battles and other topics usually omitted from indexes.

Packing	S571	Design .	NC703
Butter:	SF269	Architectural Draw-.	NA2700-90
Farm Produce:	S571	ing :	
Flowers:	SB443	Ceramic :	NK4250
Fruit:	SB360	Costume .	NK4705
Milk:	SF261	Decorative .	NK1160-1590
		Furniture :	NK2235
		Jewellery :	NK5545
		Sculpture .	NB1160

BOOK CLASSIFICATION

Survey

The Library of Congress is the most modern and perhaps the most efficiently administered national library in the world. The service is due in no small part to the scheme of classification in use. This classification scheme is perhaps the most effective of all bibliographical schemes, for it has been formulated for books, on the need expressed by an actual collection of books. There was but one object in view, the arrangement of the stock of the Library of Congress. As this consists of several individual collections, housed separately, the resulting scheme is a series of individual classifications, each of which has been worked out from the requirements of its own specialized collection with little or no regard to the method adopted in any other. This individuality of the main classes has little, if any, disadvantage in a library of the size of the Library of Congress.

Dr. Putnam has said that the Congress classification "has not sought to follow strictly the scientific order of subjects. It has sought rather convenient sequence of various groups, considering them as groups of books, not as groups of mere subjects. It has sought to avoid technical, foreign, or unusual terms in the designation of these groups." In discussing the essentials of a good book classification, he has stated that such a classification "must be systematic, and it must be elastic, that is, expansive. It must bring together books on the same subject and within that subject books by the same author, and it must give alphabetic, or under certain subjects chronological, sequence to the authors. It must also designate each volume by a symbol, which will permanently identify its location and yet permit of the insertion in the groups of later additions with their appropriate symbols, each also self-explanatory and precisely locative."

From its very nature this scheme is extremely unlikely to be adopted in its present form by many public libraries of less than national importance. The main value to the average library is that every class, published separately, complete with tables, definitions, and index, and at a cheap cost, becomes an excellent classification tool, especially for the arrangement of special collections. The permanence of the classification is assured by the financial assistance given by the U.S. Government. Its use in conjunction with the Library of Congress co-operative cataloguing distribution scheme makes for uniformity in application.

LIBRARY OF CONGRESS CLASSIFICATION

It is natural perhaps to compare this scheme with the other great practical scheme of book classification, the Decimal Classification. Neither claims a theoretical order, both being compiled from the needs of an actual collection of books. While Dewey's object was to formulate a scheme which would be widely adopted, that of the Library of Congress was to produce a classification for the arrangement of that library alone, with little, if any, regard to its usefulness to other libraries. The Congress schedules were, and still are, prepared by specialists with a constant regard for existing literature. The enormous stock of this library assures that the schedules are comprehensive with places for all books both past and present. On the other hand, the schedules of the Decimal Classification have, in later editions, been expanded by specialists most probably with little regard to the needs of books. The result is that whereas there are very few, if any, books that cannot be satisfactorily placed in the Library of Congress scheme, there are many for which the Decimal Classification provides no convenient place.

Summing up the Library of Congress Classification is a good *book* classification because

- (1) It has been worked out by specialists with constant regard to the needs of books
- (2) The schedules are kept up to date
- (3) Its classes are published separately, complete in themselves, making it invaluable for special libraries, and allowing revision to be made more or less easily and cheaply
- (4) It is doing its job well—extremely well

The Library of Congress Classification seems to have in its schedules the essentials of an ideal bibliographical classification, suitable for all public libraries. In its present form, however, it is too detailed and complex for widespread adoption. If it were possible to modify and amend the existing schedules, a practical book classification for adoption in almost every type of library might result. The chief modification necessary would be the production of several classifications of progressive fullness based on the existing schedules, on a principle similar to that underlying Cutter's Expansive Classification. The finished result would consist of separate complete classifications, the first for use in

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ibraries of very small stock, the last (the present complete classification) for arrangement of libraries with stocks of some millions of volumes. The adoption of an economical notation with some mnemonic value would further enhance the worth of the classification for the average public library.¹

¹ See *Appendix II.*

THE SUBJECT CLASSIFICATION

IN 1894 James Duff Brown (1862-1914), perhaps the greatest figure in British librarianship, published, in collaboration with John Henry Quinn, a classification for the arrangement of libraries called the *Quinn-Brown* system. This soon proved inadequate for the rapidly growing libraries, and in 1897 Brown formulated a slightly different and greatly expanded version named the *Adjustable Classification*, equipped with a notation and an index. This latter classification proved of little value, as the provision made for new subjects was merely the leaving blank of certain numbers in the notation. The Dewey classification was rapidly gaining in favour in this country, and in 1906 Brown, spurred on by the frequent complaints that the Dewey scheme bestowed too much attention on things American, published the *Subject Classification* as an improvement on the Decimal scheme at least from the point of view of the British librarian. A second edition with no radical changes was published in 1914, and this was reissued in 1926. A third edition, revised and enlarged by James D. Stewart was published in 1937. Although containing many additions and some alterations, the new Subject Classification still retains all the essential features as laid down by Brown. It is being used in its original or modified form in forty-one British libraries, but appears to be giving way slowly to the Decimal and other book classifications.¹

Main Outline

The main classes are arranged in the following order

A	Generalia
B-C-D	Physical Science
E-F	Biological Science
G-H	Ethnological and Medical Science
I	Economic Biology and Domestic Arts.
J-K	Philosophy and Religion.
L	Social and Political Science.
M	Language and Literature.
N	Literary Forms.
O-W	History and Geography.
X	Biography.

¹ *Library World*, Vol. 40, 1937-38, pp. 155-7.

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These classes can be roughly arranged into four great groups.

- Matter and Force
- Life
- Mind
- Record

It is important to note, however, that these groups have no practical significance and are not an integral part of the actual book classification.

By a doubtful analogy it has been claimed that the main classes follow an evolutionary order. For a detailed explanation and justification of this order the student is referred to the files of the *Library Association Record* and *Library Assistant*, and to the pages of other text books. Brown's inclusion of so many recognised branches of knowledge in the "extra" class, Generalia, seriously questions all these personal theories. Above all it must be stressed that *Brown claimed no such order*. He has stated that book classification "has become a mere battlefield for theorists, from which nothing of a very definite or permanent kind has emerged". His purpose in formulating the Subject Classification was essentially a practical one, and he stated that his object was to provide a simple, fairly logical, and practical method for British libraries. In its practical application his fundamental idea was "that of assembling everything relating to a topic at one constant or unmistakable place". To this end he provided "a certain order of classes, in logical order, with divisions and subdivisions, means of intercalating new subjects; and a method of subdividing subjects into forms and other categories by means of a separate table of numbers".

Subdivision of Classes

Brown says, "In this scheme of Subject Classification every class is arranged in a systematic order of scientific progression, as far as it seemed possible to maintain it, while applications directly derived from a science or other theoretical base, have been placed with that science or base". Brown subordinated every other consideration to his attempt to obtain this consistent, logical sequence, but the subdivision of classes runs contrary to the general experience of both the scholar and the man in the street. For example, Brown places Music as a development of Sound, while the normal practice is to treat Music

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as a branch of Fine Arts Brown's arrangement brings the trades that are based on a pure science into relation with that science This may be logical in principle, but tends to separate topics which could be more usefully brought together, thus in Brown there is no Arts and Trades class, each trade being separated by masses of material on the pure sciences Brown does not consistently apply this principle, so that many trades do not follow the science to which they may be supposed to bear a relation

C300	Acoustics (Sound)	C000	Electricity and Magnetism
400	Music	001	Electricity (alone)
440	Musical Forms	002	Electro-dynamics
443	Instrumental Forms	030	Magnetism
465	Dance Forms	050	Electrical Engineering.
500	Vocal Forms	051	DYNAMOS
510	Choral Practice	070	Wiring and Switches (Cables)

In his attempt to collect all material on a specific subject at one place, Brown made the *material* the subject A word in explanation: any branch of human activity involves two factors—"material" and "purpose" It is the combination of the two that makes the "subject" The classifier should direct his attention to the second of these An example will make this clearer "Railways" is not a subject, but is the material for several subjects, e g when the purpose or point of view from which it is considered is that of the economist, the resultant subject is the *Economics of Railways* When the purpose is that of a transport official, the subject is *Railway Transport*, when that of a constructor, it is *Railway Engineering* Brown collects these as sections of the subject *Railways*, whereas they are distinct individual subjects, and would have been more conveniently placed with their appropriate related classes, Economics, Transport, and Engineering

A further word on the definition of a subject might assist the reader in grasping the significance of the previous paragraph, which is so essential to the understanding of Brown's principles Anthropology is the study of man as an animal, Sociology is the study of man in communities In each case *man* is the material, yet Anthropology and Sociology are distinct subjects, so different is the aspect from which

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man is viewed. Or, as another classifier puts it " . we do not think of "iron" as a subject, but only of the subjects "iron ore deposits," "the element iron," "the mining of iron ore," "the metallurgy of iron," "metal working," "iron manufactures," etc. The selection of suitable subjects is dependent on the normal activities of mankind in which "processes" are as frequent factors of differentiation as "things"¹

The schedules of the 1937 edition have been extensively revised and enlarged. Places have been allocated to a large number of subjects which came into existence or developed since the first edition. Thus, the Editor claims, has been carried out without disturbing the placing and numbering of existing subjects. Wherever possible new subjects have been given a new number, but in a few cases the original significance of the notation has been changed. Examples of this revision

<i>1906 edition</i>	<i>1937 edition</i>
B637 Wireless Telegraphy	B637 Radio Communication, Wireless Telegraphy, etc
638 Coherers	638 Broadcasting.
639 Interrupters	639 Television.
L412 Arbitration	L412 Arbitration
413 Conciliation	413 League of Nations
414 Compromise	414 Disarmament
415 Neutrality.	415 Neutrality

Notation

The notation is mixed, composed of the capital letters A-X (Y and Z are not used), and arabic numerals used arithmetically 000-999

- L Social and Political Science
- 200 Political Science.
- 201 Government, General.
- 202 The State (Constitutions).
- 203 City State.
- 204 Feudal System
- 205 Fiefs.
See also L151, L152.
- 206 Monarchy.

¹ *Classification Decimale Universelle. English edition, 1943, Vol. I, pt 1, p 5.*

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Note the use of the *see also* reference.

Despite this large base of twenty-four letters, Brown has not marked all the main classes distinctively Philosophy and Religion are grouped at J-K, but Philosophy is J300, not J as might have been expected. Similarly the British Isles is spread over the units of notation U and V Expansion is provided for by gaps in the main sequence and, if necessary, by the use of decimals It must be noted here that the use of decimals in the midst of arithmetical numbers would tend to cause confusion in the sequence and finding value of the notation While the main notation is comparatively simple, brief, and flexible, the use of the Categorical Tables and geographical divisions, as Brown instructs, greatly minimizes these qualities

The "History of trade unionism in Glamorganshire" is marked L159U277 10, the "Economics of dairy farming in Jersey," I060U991.760 An abbreviated form of notation may be used for classifying small collections and qualifying other subject numbers, C3 Acoustics, C0 Electricity, Freemasonry in Russia L185S0 instead of L185S000

Generalia Class

The construction of this class is peculiar to the Subject scheme, and is entirely different in its conception from that of other schemes, where it accommodates works which are of too general a character to be placed in any one other class

- | | |
|-----|---|
| A | Generalia |
| 000 | Encyclopædias |
| 100 | Education |
| 300 | Logic (Dialectics). |
| 400 | Mathematics |
| 600 | Graphic and Plastic Arts (The Pictorial Record) |
| 900 | General Science. |
| 950 | Scientific Travel and Surveys. |

Such subjects as Logic, Education, Mathematics, and Plastic Arts are included on the grounds that they "qualify or pervade every branch of science, industry, or human study," and that "they are universal and pervasive, and cannot be logically assigned to any main single class as peculiar or germane to it." The special subjects placed in this additional class question the claimed logical order, for as recognized branches of

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knowledge they should find a place in the main hierarchy. In any case they are not conveniently placed here. Mathematics is separated from Science, Logic from Philosophy or Science, Education from either Psychology or Social Sciences, and Sculpture and Plastic Arts from the other Arts. Brown's logical argument for the inclusion of these subjects was quite sound in theory and as cogent as that of Dewey's in including Library Economy and Bibliography in Generalia. The real question is where to stop; other subjects, such as Psychology, could be placed here for similar reasons.

Brown's conception is in direct opposition to the practical ideal of placing subjects in their most useful order. Despite the logical truth of "pervasion" he should have recognized that the public, both layman and specialist, usually associate these subjects with others in the main schedules.

Categorical Tables

In the main tables of the Subject Classification no form or common subdivisions are set out. In place of these are supplied the Categorical Tables, representing standpoints, forms, and methods which apply to subjects or subdivisions in the main tables. Each term is given a number (0 to 975), preceded by a point (.), which is merely a separating device and must not be confused in its use with the point used decimaly. This number is added to the main notation, e.g. B669.1 Bibliography of Yachting. The Tables are so arranged that, on the average, the most popular terms come first and have the shortest numbers. There are, however, exceptions, e.g. Law 811, Essays 954, which often make the full number cumbersome.

In the first edition, the Categorical Tables list 973 terms¹ including the following four generalia divisions:

- 0 Generalia
- 00 Catalogues, Lists
- 01 Monarchs, Rulers, etc
- 02 Subdivision for rearrangement

In the 1939 edition, the list has been slightly increased by the addition of new forms, making a total, with the four generalia divisions, of 980 entries (262, 694, 695, 698 are not used).

¹ The numbers 36, 38, 262, 694, 695, 698 were not used. In the 1914 edition 36 was used, in the 1939 edition 36 and 38.

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- 976 Broadcasting.
- 977 Models, Miniatures.
- 978 Cleaning
- 979 Repairing
- 980 Collecting

The Tables are equipped with an alphabetical index for easy reference. They are the outcome of Brown's endeavour to construct a one-place scheme, to avoid the use of a relative index, to shorten the length of the main notation, and above all to prevent inflation of the main tables by constant repetition of common standpoints

As Brown acknowledged, many of the entries refer to one section of the schedules only, others are names of concrete topics here used as aspects, standpoints, etc¹. The entries given below illustrate this.

87 Logic	197 Shipbuilding
89 Classification	229 Electrical Engineering.
91 Mathematics	324 Crystallography
92 Arithmetic	332 Electro-Metallurgy.
93 Decimals	371 Biology
94 Analysis	429 Embryology
95 Algebra	464 Bacteria
96 Fractions	475 Zoology
97 Problems	584 Agriculture.
98 Weights	701 Canon Law
99 Measures	728 Bible Classes

On the other hand, these and all other entries can be used individually as aspects at some head in the main schedules

At an estimate, over 90 per cent of the entries in these tables are included in the main schedules as specific subjects. These Tables have considerable mnemonic power, but it is hardly correct to say that they are mnemonic in their entirety, as it cannot be said that so many numbers "aid the memory". The fundamental principle of the Categorical Tables is a sound one, and the idea has been used in the "Relation form sign" of the Brussels Classification¹. Also in actual practice the duplication of entries in the Tables and main schedules could prove extremely

¹ See page 124

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useful as it allows alternative methods of treatment, e.g. Archaeology of England might be placed at O100 Archaeology or under England at U301 32, .32 being categorical number for Archaeology Cabbage cultivation might be placed at I017, Farming of Green Crops; at I227, Vegetable Market Gardens, or at E550 431, E550 being number under Botany for Cabbage and 431 categorical number for cultivation This alternative principle is used in a developed form in the scheme of Bliss¹

In practice it is found that few of these numbers are much used (10, .33 and a dozen or so others), one modern library of 120,000 volumes uses barely twenty in the classification of its stock It is disappointing to note that the number of the entries is increased in the new edition, for it is generally accepted that a drastic reduction would greatly increase the effectiveness of this device

History and Geography

With the use of the Categorical Tables, the arrangement of the Class O-W, History and Geography, is most logical and useful In this class one number is given to the town, country, etc., and its history and geography are standpoints from which the place is regarded Brown has separate heads for all the principal rivers, mountains, lakes, and towns of the world, and all British cities, county boroughs, and boroughs Within the county, the first places are given to the chief town or towns, followed by other towns and important villages in alphabetical order.

O300	Africa	U690	Devon
O400	Egypt	691	Dartmoor
P000	Oceania	692	Exeter
P100	Polynesia	693	Barnstaple
P600	India (Hindustan)	694	Bideford
Q000	Europe	695	Dartmouth.
Q500	Italy	696	Great Torrington
R000	France.	697	Honiton
S600	Germany	698	Okehampton
U000	Ireland	699	Plymouth (Three Towns)
U200	Wales	700	Devonport

¹ See p. 143.

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U300	England and Wales (together).	701	Stonehouse
U301	England	702	Torquay
V500	United Kingdom (British Islands)	703	Totnes.

The Categorical Tables entry, 02 may be used to accommodate places not given a specific number under the county, e.g. U247 02 Barmouth; U435 02 Filey

The chief alterations and re-arrangements in the 1937 edition of the scheme are found in this class. These were made necessary by the changed face of Europe after the Great War, 1914-1918. Places had to be provided for new countries and territorial groupings while still retaining places for the literatures of the older regimes. An example of the re-allocation of the notation

<i>1st edition</i>		<i>3rd edition</i>	
S460	Slavonia	S460	Czechoslovakia.
465	Transylvania	465	Bohemia
466	Princes, 1526-1630	466	Dukes of Bohemia, 890-1197
467	Clausenberg.	467	Ottocar I, 1198-1230.
468	Bosnia	468	Wenceslas III, 1230-53.

An example of the use of previously unused symbols

Russia

S044	Revolution, 1917
045	Union of Soviet Socialist Republics.
046	Lenin, 1917-1924.
047	Stalin, 1924-

Within the class, history and geography are treated as aspects and the corresponding numbers are taken from the Categorical Tables. The Geography of Torquay would be marked U702.33; the History of Torquay U702 10; thus bringing into proximity on the shelves the sequences of books on the geography and history of a place. Brown collects under the place all forms of history, including civil, church, military, and social, e.g. under History in the Index to the Categorical Tables appear the following entries

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History (for general use)	.10
Ancient	.11
Church	.16
Civil	15
Early	11
Mediæval	13
Military	18
Modern	14
Naval	19
Social,	17

The opening divisions of each block of numbers devoted to a country are given to what Brown calls "Regnal numbers." Here the dynasties and monarchs have been given a number

U301	England.
302	Roman Occupation
	Etc.
356	House of York, 1461-85.
357	Edward IV, 1461-83.
358	Edward V, 1483
359	Richard III, 1483-5

Brown advises that these numbers be made the place of assembly for all royal biographies, general State papers, histories, and special monographs on any event of an historical nature which occurred during the reign. Minute subdivision can be obtained by the use of the Chronological Tables¹.

V561jv for any book on an event in 1705 in the reign of Queen Anne.

Related books would tend to be separated here, as at U365, History in the reign of Queen Elizabeth, the classifier is referred to V550, a head under United Kingdom, for the succeeding monarchs

Geographical division of subjects throughout the scheme can be obtained by adding the corresponding number from the classes O-W to the number it is required to subdivide:

The Geology of Cuba would be marked D398W641; D398 being Local Geology in the Geology Class D300.

¹ See p. 118

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Language and Literature

Brown collects the Language and Literary History of a country at Class M, where the division is primarily by language

M	Language Literature and Bibliography
500	Teutonic Languages
501	Literature
502	Low German Language.
510	Anglo-Saxon Language (Old English to 1150).
511	Literature
520	English Language, General.
521	Literature, General
522	Middle English (1150-1500).
523	Modern English Language (from 1500).
524	Literature
525	Local English Dialects

In some cases, those of comparatively unliterary languages, one number is given in which both the language and literary history can be assembled. They can, however, be divided by means of the Categorical Tables, thus.

M227 867 Numidian Language.

M227 915 Literary History.

M700-M995 are devoted to Palaeography, Bibliography and Library Economy. The criticism of a literary form and the literary history of a country are removed from the texts that compose that form of literature, a separation which is as bad in principle as Dewey's treatment of classes 400 and 800.

The texts are placed in Class N, Literary Forms and Texts, where Brown provides four broad divisions:

N000	Fiction.
100	Poetry.
200	Drama.
300	Essays and Miscellanea.

Within these divisions are arranged, without linguistic or chronological distinction

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- (1) Collections and works on the theory and practice of the form
(2) Works of individual writers in alphabetical sequence The main divisions under Poetry .

N100	Poetry
101	Anthologies, General.
102	National
110-124	Forms of Poetry
130	Prosody
150	Individual Poets (alphabetical).

Under the four form groups are arranged all literary works according to their form in an alphabetical array of authors While being useful for mere finding purposes, this arrangement is inconvenient for the serious reader or student, who is usually interested in the literature of a special country or period. If necessary, however, the geographical numbers can be used to divide these groups

N202U2 denotes Welsh Drama , N202 being special number for National Drama and U2 the abbreviated geographical number for Wales

Biography

Class X, Biography, is divided roughly as follows

X	Biography and Heraldry
000	Biography (including correspondence and criticism)
001-074	Collective and Class
075	Genealogy and Family History
080	Heraldry
115	Orders of Knighthood
119	Chivalry. Heroes
200	Epitaphs.
203	Registers (Birth, Death, Marriage).
210	Portraits.
215	Autographs.
216	Seals (Sphragistics)
220	Directories (General).
300	Individual Biography

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Brown collects here all material of likely biographical interest. Under the head X300 are arranged all biographies in alphabetical order of the biographee, again, a very useful arrangement for finding purposes (Brown has formulated an alphabetical biographical table which can also be used at other heads, e.g. X210 and X215).¹ An alternative arrangement is allowed. With the use of the Categorical Tables, Biography may be split up according to subject interest, leaving Class X to accommodate general collective or miscellaneous biography. Thus a biography of a sculptor would be placed at A790.41, a biography of an economist at L100.41, and so on. Brown himself favoured the collection of Biography, saying "unless for special purposes, biography should invariably be kept by itself."

Index

Largely on account of his one-place principle Brown appends an index of the specific type, giving entries for each topic mentioned in the schedules, with many synonyms. The aspects and relations of a subject are collected, but are entered under the alphabetical form of their names or relegated to the Categorical Tables. Brown defends this type of index by saying that Dewey's index is "the least satisfactory feature" of the Decimal Classification and that "a relative index or list of possible subject headings is the apparatus of dictionary cataloguing, and not classification."² An example

Linoleum	B335
Linotype	M833
Linseed	E640
Lintels	B369
Linz	S334
Lions	F956
Lipan Island	Q976
Lippe-Detmold	S825
Lippe, Schaumburg-	S830

¹ See p. 118.

² Brown, "*Cataloguing and classification*," pp. 59-61. It is surprising to note that in his Index Brown occasionally used the relative principle, e.g. under Engineering (1906 ed.) 13 viewpoints are listed as against 12 given in the 13th ed. of Dewey.

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Liquefaction of Gases	D726
Liqueurs	I838
Liquid Fuel	D570
Liquidation	L845

In order to fulfil the constant place principle in practice, Brown insists that "the number of a subject in the Index is the number to be given to a book whose subject has been definitely ascertained" He adds "whatever categorical or other number may afterwards be applied the one place number is the Index number"

Mnemonics

Mnemonic value is applied by -

- (1) Geographical Divisions
- (2) Categorical Tables (to a certain extent)

Other Features

In the Introduction are set out many tables relating chiefly to the practical application of the scheme The most important of these are

(1) An elaborate system of biographical numbers devised by Brown These numbers are for use in Individual Biography, Fiction, Poetry, and other classes kept in alphabetical order of author's names If necessary, they may be used as book numbers to distinguish individual books, and to subdivide subjects The numbers, which have a decimal significance, commence at 300 and therefore do not conflict in the Biography class with the last number for collected biography X220

Aa	300	Ac	302	Ba	326
Ab	301	Aca	3020	Da	378
Aba	3010	Acc	3021	Ed	407
Abb	3011	Ach	3022	Za	939
Abc	3012	Acl	3023	Zan	9393
Abd	3013	Ad	303	Zw	945

Thus a biography of Abbot would have the notation X3011.

(2) An "Extended Date Table" providing for the chronological arrangement of books from A.D. 1450 to 2125

THE SUBJECT CLASSIFICATION

A.D.	A D	A.D.	A.D.
1450 aa	1700 iq	1900 n	1918 sa
1451 ab	1701 jr	1902 rk	1919 sb
1452 ac	1702 js	1903 rl	1920 sc

Thus Balfour, *Manual of botany*, 1905, would be marked E100.3rn.

(3) Other tables include one for arranging an author's works and one for arranging works on a county or other area

Survey

The chief weaknesses of the Subject Classification revolve around Brown's attempt to produce a foolproof, logical one-place classification. It is doubtful whether the perfect one-place scheme will ever materialize. If it does, it will have no practical advantage over existing schemes. The principles underlying the "one subject, one place" idea are ideal in theory but clash in practice with the law of convenience, the convenience of neither the librarian nor the borrower demands such an arrangement. "Coin collecting" bears little relation to "Economics," and thus books on these subjects are not conveniently placed when brought together on the shelves. It is the task of the catalogue to collect and link all aspects of a subject. Bliss says that the principles underlying the Subject Classification are good if not carried to extremes, but they are carried to extremes by Brown. In his attempt to produce this ideal scheme, Brown made the "material" the subject and assumed that all the Arts are Applied Sciences, placing these wherever possible after the basic sciences. He relegated every conceivable aspect to the Categorical Tables and appended a Specific Index. He provided no such useful classes as Commerce and Business and Useful Arts, separated related subjects that are used together, such as those comprising Building Construction, and correlated those which are not.

The practical defects of this classification are due to the fact that it is individual, strongly reflecting the personal opinions of one man, and that no organization was provided to keep it abreast of modern knowledge. It must be emphasised that the Subject Classification was the work of a great practical librarian who realized that all book classification must of necessity entail a compromise. He worked according to a theory which he admitted "may seem heretical" with "many departures

BOOK CLASSIFICATION

from established convention" but for which "reasons, weak or strong, can be advanced." The scheme has many good points, and is in many ways an improvement on the Decimal Classification, especially for British libraries. The arrangement of main classes is an improvement on Dewey, the headings adopted are more suitable for an English library, and the classification as a whole is more simple. The mixed notation is effective, his Religion, Music, and "Local" Classes rank perhaps as the best in modern bibliographical classification. The Subject Classification is still an active and useful book classification and with certain modification to bring it up to date, should prove effective for small and medium-sized libraries.

The new edition does not depart from any of Brown's fundamental principles. It has already been noted that new subjects are introduced and the History class has been brought up to date, if only temporarily. It is disappointing that the revision has been so conservative, in particular the opportunity was ignored of improving the effectiveness of the Categorical Tables by drastically reducing the number of entries. The writer has been assured by a librarian who uses the Subject Classification to arrange his stock of approximately 120,000 volumes that the new edition of the scheme still remains totally inadequate for the purpose. He has been compelled to alter, rearrange and expand certain sections, and has found that over 950 of the Categorical numbers are superfluous in practice.

The publication of this new edition may revive interest in this scheme as a practical and efficient book classification, but it is doubtful if its gradual replacement by other schemes will be halted.

BRUSSELS EXPANSION OF THE DECIMAL CLASSIFICATION THE CLASSIFICATION DECIMALE UNIVERSELLE

THE Institut International de Bruxelles (now named the Fédération Internationale de Documentation) was the outcome of an international conference held in Brussels in 1895, to consider the best means of organizing bibliographical work. The main objects of the Institute are

- (1) The compilation of "Un Répertoire Bibliographique Universel," a complete card catalogue, in both author and classified form, of existing literature
- (2) The compilation of a vertical file of newspaper cuttings, pamphlets, and other fugitive materials, also arranged in classified order, to form a mobile international encyclopædia of colossal proportions
- (3) The collection of bibliographies of all subjects and in all languages
- (4) The perfecting and standardization of every method in connexion with the production of books

Classification Scheme

The scheme needed for the first two projects was a very detailed and expansive one, with which minute analysis could be carried out. After examining every existing scheme, the Institut decided to use the Decimal Classification, and obtained permission to alter and modify it according to their requirements.

The reasons given for its adoption were

- (1) The Decimal Classification was one of topics and independent of language
- (2) Its notation was the only international language, since it consisted solely of arabic numerals, known throughout the civilized world
- (3) Its decimal principle allowed indefinite intercalation

While preserving the general order and character of the original, the specialists of the Institut "completed, amended, rehandled" the scheme according to their specialized needs. The resulting *Classification Décimale*,¹

¹ 2nd edition, 1927-33, English edition in progress, British Standards Institution. In this edition, the Dewey classes, 913-919 have been restored, and no instructions are given to use the decimal point for emphasis.

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with its revision, additional schedules, and annotations, is virtually a new scheme, but it remains a valuable interpretation of the more important features of the Dewey scheme. It is being used in at least six special libraries in this country.¹

Amendments

The chief alteration and amendments were.

(1) *The abandonment of the "three-figure minimum" in the notation.* Thus 5 is Science, 53 Physics, 535 Optics. The decimal point is used only to break up numbers, so that they are easier to read or for emphasis, e.g. *Physiological Optics* 5357, is written 53.57 to emphasize the physical factor; 535.7 to emphasize the optical factor.

(2) *The reshuffling of Class 900.* Dewey's divisions, 930-999, disappear, and the figures after the initial "9" are used as a separate geographical table. All history is arranged under 9 and all geography under 91, the geographical numbers, in each case, being given in brackets, the two forming a parallel sequence.

9	History
9(3)	Ancient history
9(4)-(9)	Modern history
91(3)	Ancient geography and travel
91(4)-(9)	Modern geography and travel
913	Archaeology
92	Biography
929	Genealogy and Heraldry
9(42)	History of England
9(43)	History of Germany
9(436)	History of Austria
91(42)	Description of England
91(43)	Description of Germany.
91(436)	Description of Austria.

The Biography class has four main groups:

- 92 () Collective by country
- 92 : Collective by categories
- 92 " " Collective by periods
- 92 A-Z Individual.

(3) *The minute expansion of many heads and frequent full definitions as to the use and meaning of terms.*

¹ *Library World*, Vol. 40, 1937-38, p. 155-7.

BRUSSELS EXPANSION OF THE DECIMAL CLASSIFICATION

An example is the development of 577 Properties of Living Matter In the Decimal Classification, 577 I has no subdivisions, in the new scheme it has the following

- 577 I Chemic difference between organic and inorganic.
- 577 11 Chemical composition of living beings in general
- 577.12 Interorganic chemical changes amongst beings in general.
- 577 13 Reserve substances in biology
- 577 14
- 577 15 Enzymology (special analytical tables and detailed subdivision)
- 577 16 Vitamins Vitaminology
- 577 17 Hormones, etc

The following is a brief review of expansions in the main classes

Class 1 Despite its faults, left practically intact Full schedules for 133 Deweys 180 and 190 are omitted and accommodated at either 1 or 14

Class 2 Where terminology is vague, lucid notes are added, e.g. at 211 and 214. Gaps created at 274-9 are used for extended "Dogmatic Christianity". Dewey's 229, 240, and 290-9 are greatly expanded, 291 is the general place for religious discussion.

Class 3 Dewey's 330, 340, 350, and 380 are extended and elucidated. 325 contains all colonial questions, 329 I is amended to obviate American bias and is subdivided

Class 4 and 8 All literatures are divided as 84, French Literature, by form (poetry 841, etc.) and then author, A-Z; form divisions proper are also used. 848 is Miscellaneous Literature

42-49 is Special Philology, with geographical divisions and special places for dialects

Class 5 and 6 General extension, especially at 54 (lists of minerals, metals, etc.), 61 (over 100 pages), 63, 66-68

Class 7 Industrial Arts at 745-9. Dewey's 770 is elaborated without modernizing. 78, Music is devoted to theory with a special appendix at M78 for scores, this latter schedule is arranged

By composers, A-Z

By instruments and voices (e.g. Violin music, M787 I)

By genres (e.g. Oratorios, M783 3)

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(4) *Auxiliary Signs and Tables (Common form marks)*.

(a) Combination of Main Classes

(1) Accretion or plus sign +, equivalent to *and*, serves to unite two or more numbers when it is required to indicate that the work contains two or more subjects, e.g. 52+53 suggests that both Astronomy and Physics are dealt with. When the numbers of the constituent subjects run consecutively, the first and last only are given with a stroke, /, between them, e.g. 592/599 represents 592 + 593 + ... + 599

(2) Relation sign , showing relation to other subjects. In many ways the most important of the new signs Founded on the same idea of relation as that shown in Brown's Categorical Tables, a book on *Wages in the textile industries* (677 Textile Industries and 331 2 Wages) has the notation 677 331 2 or 331 2 677

The use of two combination signs should be clearly distinguished, e.g. a work on Mathematics and Physics (51 + 53) is very different from one dealing with Mathematics in relation to Physics, Mathematical Physics (53 51)

(b) Analytical Subdivisions

In many of the main classes special series of common subdivisions are included. These may be added to any number in the class specified, using the signs, .0, "point 0," and —, "hyphen." The "hyphen" subdivisions are more general in character and have a wider use than those with "point 0." Examples

In Class 53, Physics, 53 05 represents Observation and recording of physical phenomena, thus 537 05 represents Observation, etc. of electrical phenomena

In Class 4, Philology, 45-3 represents Italian dictionaries, 45-4 Italian synonyms, 45-5 Italian Grammars. Thus 46-3 would represent Spanish dictionaries, 46-4 Spanish synonyms, 46-5 Spanish grammars. This sign must not be confused with the form sign (01)-(09)

(c) Auxiliary Tables

These increase the comprehensiveness of the classification and are used as common form marks to specify subjects more minutely

(1) Form sign (01)-(09), for form and general works. These retain the original Dewey significance, but have been redefined and greatly expanded. Examples of these tables will be found in Table 2 of the appendices to the Decimal Classification

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(2) Place sign (2)-(9), (3)-(9) are the regular geographical numbers of Dewey used without the initial "9," and within brackets; (2)-(289) is a special table indicating physical places and features

- (21) Continents
- (22) Islands
- (23) Mountains
- (234) In Europe
- (234 3) The Alps

(3) Time sign " ", shown by writing the date or dates between double inverted commas Examples will make clear the use of this sign Minus (—) expresses B.C., e.g., 200 B.C. is represented by "—2", A.D. 200 by "02", A.D. 1300 by "13", 1933 by "1933", 20th century by "19," and so on The months, days of the month are represented in the same way, 01 being January, 02 February, etc., the first day of the month by 01, the second by 02, etc. Thus April 16th, 1907, would be represented by "1907.04 16"

Other devices are used to indicate various periods of time, and, if necessary, the hours and seconds of a particular day can be marked, e.g.

- "—" represents Christian Era
- "04/14" represents Middle Ages
- "15/19" represents Modern Times
- "1898 12 07 15 46 03" represents 7th December, 1898, at 46 minutes and 3 seconds after 3 p.m. (15 hours)

This sign is used in two ways to indicate the date

- (1) Of the subject with which a work deals
- (2) Of publication of the work

The distinction between the two uses is made clear by the order in which the sign is written, e.g.

- (1) 78"18"(03), Dictionary of 19th century music
- (2) 78(03)"18," Dictionary of music published in the 19th century

(4) Universality sign . ∞...; used with the time and place signs to mean "without limitation." With the place sign it means "including all places," e.g. 9(∞) History of all countries, with the time sign it means "covering all periods," e.g. 9(∞) "∞" History of all countries at all times.

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(5) Language sign=2-9; Dewey's Philology numbers, where initial "4" is replaced by the sign=. These subdivisions of language are subordinate to all other divisions of form, e.g. Medicine in England written in German, 61(42)=3

(6) General points of view sign . 00, special to the Brussels scheme, but now introduced in the Dewey tables

- 001 Speculative.
- 002 Realization
- 003 Economic.
- 004 Service and Use
- 005 Equipment and Apparatus
- 006 Buildings and Establishments
- 007 Special Personnel

With the exception of 005, each of these divisions is subdivided in some detail, e.g. Storage for collections of photographs is represented by 77.9.0044.

(7) A-Z. Final alphabetical arrangement by name of person, place, or thing is indicated, according to circumstances, by initial or whole name To be used only where indicated in the tables

Variations in the sequence and order of these signs are possible, but the English edition (1943) recommends the following

a + or ; combination comes immediately before the first main number Then follows the main number, next all numbers consisting of the main number linked by to a second main number Combinations involving auxiliary numbers come next in the order, =, (), " ", then the letter combinations A-Z, —, 00, 0 and finally the ordinary subdivisions 1/9

An example of the use and order of these symbols

<i>Symbol.</i>	<i>U D C Number</i>	<i>Interpretation</i>
+	622.33 + 662.74	Coal-mining and coke works
!	622.33/34	Coal and ore mining
P'c n U D C number	622.33	Coal-mining.
	622.33 . 338.97	Economic crises in coal-mining
=	622.33 = 2	Works on coal-mining in English.
(0)	622.33(021)	Handbooks on coal-mining
(1 9)	622.33(42)	Coal-mining in England.

BRUSSELS EXPANSION OF THE DECIMAL CLASSIFICATION

" "	622 33"18"	Coal-mining in the nineteenth century
A/Z	622 33 Penistone	Penistone collieries
—	622 33-78	Safety devices in coal-mines
00	622 33 004 8	Extraction of by-products of coal-mines.
.0	622.33 04	Gobbing in coal-mines.
1/9	622 335	Anthracite mining

Survey

The scheme is of special interest, as the symbols and schedules may be applied to those sections of the Decimal Classification found to be insufficiently detailed for masses of specialized material in large and special libraries. The expanded schedules are of value even to medium-sized libraries, especially in Class 700 which remained undeveloped in Dewey. The expanded form divisions and an abridgement of Class 582, Systematic botany, are now given in the Appendix to the Dewey Decimal Classification.

Professor Pollard, of the Imperial College of Science and Technology, has said, "There can be no doubt that this developed decimal system is the most perfect, and at the same time, the simplest and cheapest method of indexing bibliographical material that has ever been devised." It must be remembered, however, that the Brussels scheme was formulated for the arrangement of *entries* in an immense bibliographical catalogue, and that the full notation is too complex and unfitted for the arrangement of books on the shelves of libraries—a task for which it was never intended. The scheme is being used in this country and throughout the world in the compilation of scientific bibliographies, and in the classification of abstracts from periodicals and other fugitive material.

It seems, too, that this classification has not proved the effective tool that the authorities expected. It was hoped, we were told, to formulate an entirely new scheme, using decimal figures for notation, to be adopted in 1940.¹ The outline schedules are already published, but whether this scheme will materialize and be put into operation, entailing as it does such a colossal amount of alteration, time alone will show.

¹ See Appendix I

THE COLON CLASSIFICATION

Mr. S. R. RANGANATHAN is librarian of the Madras University, and founder and Secretary of the Madras Library Association. He has published books on many aspects of librarianship, and may be regarded as the Dewey or Duff Brown of India. In point of fact, his work is more definitely of a pioneer character, his is a creative mind, thinking anew the first principles of librarianship in terms of India and Hindu philosophy.

The Colon scheme¹ is essentially Indian, not only in its approach to knowledge and its allocation of categories, but also in that it involves a new treatment of classification unknown to the Western world—unless one can regard as parallel the Brussels scheme, with its synthesis of schedules. We quote the author's own words:

"The *Colon Classification* differs from Dewey's *Decimal Classification* and the volumes of the *Congress Classification* in some fundamental respects. It is their manifest aim to provide a ready-made Class Number for most topics. Hence, such manuals consist, for the most part, of the Schedules of Classification, and their schedules are by several times larger than that of the *Colon Classification*.

"In the *Colon Classification*, however, ready-made Class Numbers are not assigned to topics. The schedule in the *Colon Classification* may be said to consist of certain standard unit schedules. These standard unit schedules correspond to the standard pieces in a Meccano apparatus. Even a child knows that, by combining these standard pieces in different ways, many different objects can be constructed. So also, by combining the classes in the different unit schedules in assigned permutations and combinations, the Class Number for all possible topics can be constructed. In this scheme, the function of the Colon (:) is like that of the bolts and nuts in a Meccano set."

The objects sought through this synthetic method are minuteness of classification—extending to the individualizing of every book in the library—a high mnemonic value, hospitality and elasticity, combined with great brevity as to the printed schedules. Naturally the symbols used for individual books frequently run to great length.

¹ Ranganathan, S. R., *The Colon classification*, 1933

THE COLON CLASSIFICATION

It would be practically impossible to condense the extremely complex rules of classification or to give any kind of conspectus of the schedules that would not be misleading. The following *résumé* is necessarily defective; every book is differentiated by a Call Number consisting of two parts, the Class Number and the Book Number; together, these individualize the book. So much is common to many schemes, but in the Colon Scheme both numbers are very complex symbols compounded from many unit schedules. Both parts utilize notations comprising alphabets of capitals and arabic numerals, and in addition the Class Numbers utilize lower-case letters. The Class Number is compounded first from the subject classes and their subdivisions, and then successively in turn by various devices and subdivisions. The Book Number is compounded of Language Number, Date Number, Accessions part of Book Number, Volume Number, and Supplement Number. We will leave the Book Number at that and return to the far more complex Class Number (Incidentally "number" has in this scheme no peculiarly numerical significance; a "number" may contain letters and/or figures).

The first stage in assigning a Class Number is the allocation of the book to one of the great "Subject Divisions" ("Main Classes" in Dewey and similar schemes) to be subsequently subdivided by topic according to the detailed schedules and the special procedure for each such Division. The main Divisions are as follows:

1-9	Generalia	N	Fine Arts
A	Science (General)	O	Literature
B	Mathematics	P	Philology
C	Physics	Q	Religion
D	Engineering	R	Philosophy
E	Chemistry	S	Psychology.
F	Technology	T	Education.
G	Natural Science (General) and Biology	U	Geography
H	Geology.	V	History.
I	Botany	W	Politics
J	Agriculture	X	Economics
K	Zoology	Y	Miscellaneous Social Sciences, including Sociology.
L	Medicine	Z	Law
M	Useful Arts	△	Spiritual experience and mysticism

BOOK CLASSIFICATION

The process of subdividing by topic is normally simple, and figures are used decimally, but there are many divisions where a succession of *characteristics* is applied in order. These are really minor schedules, and the principle involved is familiar to most students of other schemes. Thus Dewey divides Literature first by language, secondly by literary form, thirdly by period, and fourthly by author, with an optional provision for further subdivision for texts, criticism, etc. Similarly, history is arranged first by country and then by period. In the Colon scheme, such devices are far more frequently used, and they have, moreover, to be compounded by the user from the unit schedules. The successive characteristics are separated by the Colon device. This method may be compared with Bliss's use of the Systematic Auxiliary Schedules, especially Schedules 8-20 which are confined to particular classes or sub-classes. In the Colon scheme several such tables have normally to be applied in a certain order to compound a single class number.

Special schedules are provided for Geographical Divisions (a Local List), Language Divisions, and Chronological Divisions. There is also a Schedule of common subdivision, utilizing as the primary symbol the lower-case letters of the alphabet. The various parts of a Number are split up by the Colon. As the Colon is regarded as fitting into sequence between 0 and 1, it follows that this device enables aspects of special applications of major topics to take precedence on the shelves before subordinate topics. The more important devices utilized are—apart from the Geographical Device and the Chronological Device—the Favoured Category Device, the Classic Device, the Subject Device, the Alphabetic Device, and the Bias-Number Device. There is no necessity to explain these terms here; they are quoted merely to emphasize the minuteness of devices rendered necessary by this extremely synthetic approach to classification. It stands at the farthest possible point from the Library of Congress Scheme, where no common subdivisions, local lists, or mnemonic devices are utilized.

Some examples of the Colon scheme:

- (I) 251qN33 Ranganathan. Colon classification.
G3 251 comes from the Generalia Division, where
 2 = Library Science, 25 = Technical Library
 Science, and 251 = Classification

THE COLON CLASSIFICATION

q is a Common Subdivision standing for Bills, Acts, Codes, etc.

N = period 1900-1999 (Chronological Divisions).

N33 = the year 1933 (date of first publication)

(The lower section is the Book Number, and represents the date of the particular edition.
G= 1930-1939 , G3 = 1933)

(2) O 2J64 90B9 Critical works on Shakespeare, dealing with his astronomical knowledge. This is only a Class Number, an actual book would require in addition a Book Number

O = Literature

O 2 = Drama

J64 = 1564, the date of Shakespeare's birth, the symbol comes from the Chronological Divisions table, and is used to differentiate the author

.9 = Criticism it comes at the end of a sequence 1-8 (subdivided as required decimally) of individual works—the Work Number.

0 = a Bias Number, indicating that it is followed by a topic-symbol representing a special application

B9 = Astronomy (B = Mathematics, of which Astronomy is here regarded as a sub-division)

The Colon Scheme is not recommended for general use in this country, at present it is being used in the Madras University Library. It is an extremely scholarly scheme, and is specially valuable in its treatment of Indian and Oriental topics. To the student it is of interest primarily as the most complete example of a synthetic scheme, capable of exhaustive analysis. The advanced student should not fail to study the schedules themselves; for the detailed application of the successive characteristics and devices, and the underlying principles involved, throw much light on the basic principles of classification. The scheme was devised primarily for use in a large academic library, and it should be of maximum service in classifying a world bibliography, such as that of the Brussels Institute.

BLISS SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

THE author was formerly librarian of the College of the City of New York, and has devoted a lifetime to research in classification and cataloguing. The scheme has been in use in the College Library since 1902, but the full schedules have not yet been issued in printed form. An outline of the main classes was published in the *Library Journal* in 1912, and was reprinted in Richardson's *Classification*. The schedules as first published in 1935 constituted the third part of a trilogy,¹ perhaps the most comprehensive treatise on classification in print. In this volume the scheme was expanded only to a "two-place" outline, with an introduction and index, but this classification is far more detailed in its scope than might be supposed from this statement. In 1940 Bliss published the first of four volumes of the fully expanded schedules. This volume² covers Classes A-G (Philosophy and the Sciences) with introduction, systematic auxiliary tables and relative index for these seven classes. The degree of expansion, to three places (rarely to four) is adequate even for libraries of national importance.

The important features of this scheme are its scholarship, manifested in the scrupulous care that all groupings shall be acceptable to even the most specialized users, and its adaptability, manifested in the large number of alternative places provided without the risk of confusion. The synthetic principle, already noted as so strongly characteristic of the Colon scheme, is prominent here in the provision of "Systematic Schedules," provided for the subdivision of various topics.

Main Outline and Subdivisions

The following outline gives the main classes, the first nine (1-9) are known as the "Anterior Numeral Classes," and are purely bibliothetic in character.

¹ Bliss, H E. *Organization of knowledge*, 1929; *Organization of knowledge in libraries*, 1933; *A System of bibliographical classification*, 1935, 2nd ed. revised (but not expanded), 1936.

² Bliss, H E. *A Bibliographical classification extended by systematic auxiliary schedules for composite specification and notation*. In four volumes—Vol I, *Introduction, anterior tables and systematic schedules and Classes A-G*, 1940.

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

1. Reading-room collections, chiefly for reference use
- 2 Bibliography, Library Science and Economy
- 3 Select or special collections, Segregated books, etc
- 4 Departmental or Special collections
- 5 Documents or Archives of Governments, Institutions, etc.
- 6 Periodicals (including serial publications of societies).
- 7 Miscellanea
- 8 Collections , Historic, Local, or Institutional interest
- 9 Antiquated Books or Historic collections

These correspond very broadly to the Generalia classes of other schemes, but it will be observed that they are strictly "form" or "location" markings Three of the divisions accommodate general works, Bibliography, Periodicals and Miscellanea The remainder provide for special collections of books which for some reason the librarian may wish to mark distinctively and shelve apart from the main collection of books The extent to which these devices are used depends upon the scale and complexity of the library service Few public libraries would need to make use of these classes as a whole

The main subject classes are

- A Philosophy and General Science (including Logic, Mathematics, Metrology, Statistics)
- B Physics (including Applied Physics, Special Physical Technology)
- C Chemistry (including Chemical Technology, Industries, Mineralogy).
- D Astronomy, Geology, Geography and Natural History (including Microscopy)
- E Biology (including Palaeontology and Biogeography)
- F Botany (including Bacteriology)
- G Zoology (including Zoogeography and Economic Zoology)
- H Anthropology (including Medical Sciences, Hygiene, Eugenics, Physical Training, Outdoor Recreation, etc)
- I Psychology (including Comparative Psychology, Racial Psychology, Psychiatry)
- J Education (including Psychology of Education)
- K Social Sciences (including Sociology, Ethnology and Anthropogeography)

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- L History (Social, Political, and Economic, including Geography, historical, national, and ethnographic, Numismatics and other ancillary studies).
- M Europe
- N America
- O Australia, East Indies, Asia, Africa, and Islands } Geography,
Ethnography,
History, etc
- P Religion, Theology, and Ethics
- Q Applied Social Sciences and Ethics
- R Political Science
- S Jurisprudence and Law.
- T Economics
- U Arts, Useful and Industrial
- V Fine Arts and Arts of expression (including Indoor Recreations and Pastimes)
- W Philology Linguistics and Languages other than Indo-European
- X Indo-European Philology Languages and Literatures
- Y English (or preferred) Language and Literature Literature in general, Rhetoric, Oratory, Dramatics, etc
- [Z Religion and Theology (alternative place)]

An example of the subdivision from the full schedules

AM-AW	Mathematics	AN	Arithmetic, General
AM	General	ANA	Treatises
AN	Arithmetic	ANB	Practical arithmetic.
AO	Algebra	ANC	Numbers
AP	Equations	AND	Decimal numbers
AQ	Higher Algebra	ANE	Duodecimal system.

The Systematic Schedules

Apart from the schedules of the main classes, there were originally nine tables, called Systematic Auxiliary Schedules. Since 1940 these have been expanded to no less than twenty. They are for use in subdivision on lines analogous to the use of the common subdivisions of Dewey. The student is warned that several of the tables have been renumbered in the 1940 edition which gives the schedules described here. Actually only schedule 1 and 2 are applicable throughout the system;

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

tables 3-7 are applicable over large groups of classes; while tables 8-20 are highly specialized for limited use within certain classes or sub-classes.

Schedule 1 Numerical subdivisions of any class or section, mnemonics some constant, some adaptable (*numerals*) For details see below under *Form Divisions*

Schedule 2 For geographical subdivision (*lower-case letters*) (An expended table 2(a) is provided)

Used where required for local subdivision of topics under Sciences, especially Social Sciences, under the Humanities, Industries and Arts, but *not* under History, Human Geography, Ethnology, Languages, and Literature, where other tables are provided. The basic principle of this schedule is practical rather than historical (contrasting with Classes L-O) and such mnemonic devices as the symbols f for France, i for Italy are frequent throughout Examples

a	America	c	Latin America
aa	North America	ca	Mexico and Central
ab	British America.		America.
abn	Newfoundland	cb	Mexico
		cbm	Mexico City

This table can be used at KD, Social Surveys, e.g. a Social survey of America would be marked KDa

Schedule 3 For the subdivision by languages (*capital letters*) Applicable under Literature, especially for the "forms," for translations, etc This table may be applied elsewhere instead of schedule 2, to Arts, Modern Philosophy (AD), and to the History of Science

Like Schedule 2, this table is mnemonic and practical rather than systematic (contrasting with Classes W-Y) Examples:

A	Ancient	P	Polish
C	Latin	R	Russian.
F	French	W	Chinese.
I	Italian	Y	Japanese.

Thus under AD, Modern Philosophy, ADF represents Modern French philosophy; ADW Modern Chinese philosophy.

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Schedule 4. For subdivision under the histories of countries, nations, states, cities, etc.² (*figures and capital letters*) For details see below under *History and Geography*

(a) Supplementary for states, counties, duchies, provinces, cities, and other localities (*capital letters*)

(b) Supplementary for periods of history (*capital letters*)

These schedules are not yet available in a fully expanded form

Schedule 5 For subdivision of the philology of any language (Not applicable to the chief literary languages)

(a) For the linguistics of the chief literary languages

(b) For the history and criticism of the literature.

(c) For the "forms" of literature, especially for collections (*all figures and capital letters*)

Schedule 6 For the arrangement of an author's works (*figures, capital letters and lower-case letters*) For details of Schedules 5 and 6 see below under *Language and Literature*

Schedule 7 For sub-classification under any personage (*figures and capital letters*) Presumably this schedule corresponds closely with Schedule 6

Schedules 8-20 are limited in scope to the subdivision of single classes or subsections of these classes Many of these are to be printed with the class to which they refer and are not yet available in their revised and detailed version Schedules 8 and 9 may be taken as being examples of these specialized tables

Schedule 8 For subdivision under Special Chemistry (CI-CR) (*figures and capital letters*) Examples

2 Bibliography.	A Chemistry of the Element
3 History	F Production
5 Reports	L Alloys.

The symbols are used after a comma as a separating device, e.g., under CK, Metals, is placed CN, Precious Metals, thus CN,F, represents the Production of Precious Metals

Schedule 9 For subdivision under Chemical Industries (CU-CY). (*figures and capital letters.*) Examples

A Comprehensive Study.	P Costs.
G Analysis	T Taxes.

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

The symbols are used after a comma, e.g., under CV, Organic Industries, is placed CW, Dyes, Pigments, etc., thus CW,A represents a Study of the Pigment Industry.

As has been noted, the only complete printed schedules are at present limited to "two-place" division, further subdivision is made with the use of the auxiliary schedules. In many classes and the subdivision of classes, the use of these tables will suffice for very full expansion. In practice, their use may be compared to that of the Categorical Tables of the Subject Classification and the various specialized schedules of the Classification Décimale.

Notation

Apart from the special tables set out above and the Anterior Numerical Classes, the notation uses the letters of the alphabet, excluding Z as far as possible for fear of confusion with the figure 2, the cipher 0 is also excluded, because it is indistinguishable from the letter O, but curiously enough the author has no qualms about the letters I and S.

C Chemistry

CU Special Chemical Industries

CW Dyes, Pigments, etc. Fermentation and Distillation Industries,
etc

CWT Wine-making

The notation promises considerable brevity in the average length of symbols. This is due to the area of the base of the notation (which is 25ⁿ plus the supplementary power of nine digits), and also to the care with which the author has distributed his schedules in order to allocate symbols in just proportion to present-day bulk and relative importance of the literature available. Examples.

2N Libraries, Library Economy

QY Internationalism

MVQ History of England in the first part of the Nineteenth Century
(Q comes from systematic schedule 4b).

BT Aeronautics, Aviation.

VV Music.

VW Theory and Technique of Music.

VX Musical Scores.

BOOK CLASSIFICATION

Other examples illustrating the detail which can be embodied in a comparatively brief notation, and also the method of building up the numbers:

- YFGK Influence of Shakespeare on German literature, YF in Class Y Literature, represents Shakespeare, G (from Schedule 6) means author's influence in other countries, K (from Schedule 3) German
- DOja Economic geology of the Alpine Regions DO is Geology, ja (from Schedule 2a) represents The Alps
- T6 A Periodical (6) relating to Economics (T)
- TMk Commerce in Germany, TM means Commerce in Class T, Economics, k represents Germany (from Schedule 2)

Form Divisions and Mnemonics

The form divisions, i.e. Schedule 1, are common and may be used at every stage of the subdivision if required. They correspond in general character with those of the Decimal Classification, and are numbered 1-9. Their relationship to the Anterior Numerical classes parallels that between Dewey's common form divisions and his General Works class.

- 1 Reference Books (including dictionaries, glossaries, handbooks, atlases, etc.)
- 2 Bibliography
- 3 History, scope, relation, study, etc
- 4 Biography
- 5 Documents, ancillary material (including reports, catalogues, etc.)
- 6 Periodicals
- 7 Miscellanies (including collected writings, essays, etc.)
- 8 Study of subject (alternative to 3).
- 9 Antiquated or superseded books

It may be noted in passing that Bliss allows for several alternative numberings here, e.g. Biography may be given the number 9 instead of 4, with a reshuffling of the other forms. It goes without saying that such permitted alternatives would be fixed rigidly by one clear cut decision of the classifier using the scheme.

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

The numbers are added directly after the main notation symbol:

- TS2 Bibliography of Insurance.
- VP6 Periodical on Engraving
- OJB1 Dictionary of the Political History of Japan
- LH4 Biographies of Jews

Apart from the common form divisions, and the use of the Systematic Schedules within classes, the scheme is rich in mnemonic devices. The author assures us that the schedules have not been distorted to provide these. The most common form is of the "initial letter" type, and is most frequently used when an alphabetical arrangement of topics is followed

U	Useful Arts	I	Psychology
UA	Agriculture	IC	Consciousness
UE	Engineering	II	Individual psychology

Classes U and I are not subdivided alphabetically throughout

History and Geography

In the arrangement of Classes M, N, and O, locality takes precedence. The History (all phases—Political, Constitutional, etc.), Geography, Archaeology, etc (in all 35 factors) are collected here at each stage of the subdivision by the use of Schedule 4¹. This method is comparable with that of Brown, and is of great practical value

In Class M, Scotland is represented by MX. Examples of the subdivision using Schedule 4

MX	Scotland
MX3	Topography, etc
MX4	Archaeology
MXA	Comprehensive history
MXB	Political history
MXC	Constitutional history.
MXH	Social history
MXI	Intellectual history
MXK	Ecclesiastical history.

¹ Schedule 4 is not yet available in detail. The examples above are taken from the 1936 edition of the scheme, where these Auxiliary Schedules were numbered, 3, 3a, 3b respectively

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MXN	Naval history.
MXP-MXV	Periods of Scottish history.
MXW	Local history (subdivided)

Two other complementary schedules are given

Schedule 4a is for use where two or more subdivisions are assigned to a state, province, county, city, etc. At present captions only are allocated, but suggestions are given as to its possible use

Schedule 4b, giving 26 period divisions, is for use chiefly with the history of European countries, where the seven period divisions P-V in Schedule 4 are inadequate Examples from this table.

A Ancient	L Eighteenth century
B Medieval	P Nineteenth century
C Modern	T Twentieth century

Example of use

Under MR, General History of France, MS is devoted to "by periods", thus MSP represents History of France in the nineteenth century

It is obvious that Bliss's treatment of the History and Geography classes is extremely full and the final schedules may prove more accommodating than those of any other bibliographical scheme in print.

Language and Literature

With the use of the Systematic Schedules 5, and 6,¹ Language and Literature may be considered in three parts, amenable to varying degrees of detailed treatment

In the Class W, General Philology and Languages other than Indo-European, philological interest tends to predominate over Literary; here further subdivision is made with Schedule 5 a brief comprehensive schedule, covering all considerations of language, literature, history, criticism, etc

Examples from Schedule 5

1 Dictionaries	A History of the language.
2 Bibliography	G Grammar.
6 Periodicals	H History of the Literature
7 Miscellanies	P Poetry

Japanese Philology is placed at WS; thus WSI represents Japanese dictionaries, WSA, a History of the Japanese language, WSP, Japanese poetry

¹ Schedules 4, 5 and 6 in the 1936 edition

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

A more detailed treatment is reserved for the "literary" or Indo-European languages in Class X, where for the most part extensive literatures are at least as important as the study of the languages. Here the schedules 5a, 5b and 5c are used, each having a complete sequence of notation 1-9, A-Y. This is attained by allotting three places in the main schedules to each of the chief literary languages.

- XS French Language (subdivided by Schedule 5a)
XT History of French Literature (subdivided by Schedule 5b)
XU French Literature—authors (subdivided by Schedule 5c)
XL Italian Language
XM History of Italian Literature } subdivided as for French above
XN Italian Literature—authors

Examples from Schedule 5a

- | | |
|----------------|--------------|
| 1 Dictionaries | D Morphology |
| 2 Bibliography | I Synonyms |

Thus XSI represents French dictionaries, XLI Italian synonyms.

Examples from Schedule 5b

- | | |
|----------------------------------|-------------------------|
| 1 Encyclopedias | B History of the Poetry |
| 4 Relations to other literatures | D History of the Drama |

Thus XT1 represents an Encyclopedia of French literature, XMB a History of Italian poetry

Examples from Schedule 5c

- | | |
|----------------|------------------------|
| 5 Collections | A Poetry, Collections. |
| 7 Miscellanies | D Drama, Collections |

Alphabetical arrangement by names of authors is also provided. Thus XU5 represents a General collection from French literature; XND a General collection of Italian Drama.

English, as the chief literary language, receives special treatment in Class Y, this may be used as the "home" literature class, e.g. Japanese Literature in a Japanese library. This class is divided in great detail, and may be roughly grouped.

- Y English Language and Literature.
YA Philology (subdivided by Schedule 5a)
YB History of English Literature (subdivided by Schedule 5b).
YC-YI Period divisions.

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YJ-YN	"Local" literatures, e.g. YL, American Literature, YM, Canadian Literature
YO	English Literature
YP-YT	Forms, e.g. YQ Drama
YU-YY	General literature, by forms

The placing of Literature in general here, at the end of the Philological Classes, is practical rather than logical, and follows the practice adopted by Cutter.

Detailed arrangement for the works of a prolific author is supplied by the use of Schedule 6, having a notation sequence, 1-9, A-Y

Examples from this table:

1 Concordances	A Critical Study of the Author.
4 Biography	F Influence
6 Periodicals	K Chief Work
7 Miscellanies	N A Work of Secondary Importance
8 Historical Setting.	O Other Works
9 Contemporaries	T Translations

In place of N-O, a-z may be used for alphabetical arrangement of individual works

Bliss provides four alternative methods of arrangement within the Language and Literature class, and here again has modified and expanded Cutter's method ¹

The first separates the texts of the literature, arranged in one alphabet of authors, from the history and criticism, biography, etc., which may be classified historically, by form, or otherwise

The second adopts historical classification throughout, for the texts, histories, etc.

The third combines the first for modern literature and the second for earlier periods.

The fourth utilizes classification by form and content for the texts, individual writings and collections, and classifies the history, criticism, etc., historically. The method adopted naturally modifies the use made of the special schedules 5a, 5b, 5c. These methods should be studied carefully in the actual schedules.

¹ See p. 83.

BLISS. SYSTEM OF BIBLIOGRAPHICAL CLASSIFICATION

Biography

Biography is normally classified by subject interest with the use of the form divisions, e.g.

YV4 Lives of Journalists
A4 Lives of Philosophers

Bliss advises the placings of all biography with subject, but suggests an alternative of arranging it by subject at L9 (analogous with Dewey's 920). Under either alternative L9 takes books about biography, general collections of biography, and biographical works of historical rather than literary interest, but not of local or national interest. Unclassifiable biography not related to any single subject or particular country may also be placed here.

Index

The outline scheme (1936) was equipped with a relative index. An example taken from this

Commercial credit TQ-
Education JP
Law SN
Treatises TM-

The dashes suffixed to the notation indicate that the marks for subsections are to be added.

The index appended to the published Classes, A-G is a full relative one, but refers only to these classes. Example

Absorption by gases,	BGK
liquids,	BGM
solids,	BGQ
of gases by liquids,	BGM
liquids by solids,	BGQ
radiation,	BFD
spectra,	BNF
Technology of, Chemical,	CTP

Survey

The inclusion of so many alternative arrangements is a novel feature in bibliographical classification. In the outline of the main classes, Religion is treated as an anthropological study, linking up with

BOOK CLASSIFICATION

Anthropology and Ethnology on the one side and Ethics and Sociology on the other. Those who prefer to class it with the Humanities at Z can do so without in any way dislocating the schedules, those who prefer to place Theology with Philosophy are catered for in the provision of AJ (left blank) Similarly Psychology may be placed with Philosophy or with Anthropology, Aviation (and similarly all the Technologies) may be treated as a branch of Mechanical Technology in BT (preferred), or as a Useful Art in UK The author prefers to collocate the more scientific of the Technologies with the related sciences, but Dewey's method of correlating Useful Arts and Technologies is permitted and provided for

A surprisingly large number of topics may be treated in various ways In particular, local treatment of topics is adaptable for all countries, English (or French, or Japanese) libraries are not handicapped by American considerations, the scheme readily adapts itself to their special requirements An interesting example of practical adaptation is the device, already noted, by which General Literature is grouped with English Literature (or "home" literature) in Y, instead of the logical place in W, where General Philology is found The common sense of this arrangement will be perceived by a student who visualizes the actual contents of his own library on General and English Literature

These methods, which have been introduced to a lesser extent in other bibliographical classifications, are worth pondering, as they throw light on classification as an aid to readers, as opposed to the conception of classification as a recreation for philosophers and librarians

The published portion of the scheme is equipped with a very full introduction and the tables abound in annotations outlining considerations governing placings and pointing out alternative methods of treatment

The scheme is worthy of detailed study, it combines practical advantages with scholarship and allows precise placings with considerable economy of notation It is unfortunate that as yet the full schedules have not been published.

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

PRACTICAL CLASSIFICATION

STUDENTS must be experienced in the placing of books in the schedules of the Decimal Classification. In addition to the practical paper, the theoretical paper in the examination often contains a percentage of questions which concerns the Decimal Classification directly, or in which some phase of the scheme, or its practical application, is introduced as an important corollary.

The rules in the *Introduction to library classification* of W C Berwick Sayers sum up the elementary principles of practical classification. McRnll's *Code for classifiers* should be regarded as providing the application of these rules in specific instances, and as a useful guide in securing consistency in practice.

Very little real assistance can be given in a Primer of this size. Students must work on their own initiative. The following notes may prove of some guidance.

GENERAL NOTES

The main purpose of the study of Classification is to produce competent classifiers in a practical sense, and this is duly recognised by the examiners. Briefly the student should be able to.

- (1) Assess the subject matter of a book
- (2) Select the most appropriate and useful place in whatever scheme is in use.
- (3) Apply the correct notation and auxiliaries

Efficiency in this seemingly simple task depends on absolute familiarity with the chosen scheme, in this case the Decimal Classification, on a sound grasp of accepted principles and practice, and on a wide general knowledge.

Three questions arise in an actual library in the classification of books—what especially is the subject of the book, its main purpose or interest? Have other similar books been placed in the library, and, if so, in what class? To what class shall this book be assigned, and what class mark shall be given to it?

BOOK CLASSIFICATION

In the examination, students will not be dealing with an actual library, but with an imaginary one¹—their placings will nevertheless be governed to some extent by their knowledge of how certain classes and types of books are handled in their own and in other libraries.

The art of classifying a book may be divided into two parts—though these two parts are not mutually exclusive, but overlap to some extent.

The first part as noted above is to assess the subject of the book, and this function is very important and often very difficult. It is a test of the student's general reading experience and of his educational background.

The second part is, the subject having been settled, to find the appropriate niche or place in the classification scheme.

This second part of the process normally comes easier to most students. General ignorance, and the consequent inability to decide upon the subject, causes more mistakes than technical ignorance of the classification schedules.

To give a simple example—many students fail to place correctly Gordon's "Public corporations in Great Britain" (a study of the Central Electricity Board, the B B C, etc.), not because of inability to use Dewey, but because they are ignorant as to what a public corporation is, and/or as to how it differs from a municipal corporation.

The nearer a student can become a walking encyclopædia, the more likely is he to become a successful classifier.

One major rule of practical classification must receive prior consideration.

"Classify a book in the most useful place."

To this may be added a practical corollary:

"Always have a reason for your placing, and be able to express it."

To obtain practice, read and reread the schedules of the Decimal Classification, noting especially the method of "building up" numbers. Examine critically the classification of the stock of your own library, especially the placing of new books. Spend as much time as possible in classifying books, reviews, and articles, checking your placings by tracing upward to the containing head and by consulting the Index. Never classify by the Index—use it as a check only. An extract from the Editor's Introduction to the Index of the 14th edition of the Decimal Classification may be repeated here with advantage: "Consult the

¹ See p. 178.

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

Tables in each case when a topic in question has been located in the Index Systematic arrangement under various subjects in the Tables may provide better means for selecting the class mark than any entry in the Index. A glance at the headings preceding and following the class number in question and examination of the frequently found references and notes will facilitate the problem of classifying and will ensure the correctness of a chosen class mark "

Valuable practice may be obtained by working with copies of classified lists, bulletins and catalogues Cover up the notation, place the book, and then check your placing, attempting, if it differs, to follow the reasoning behind the official placing

(a) General

RULES FOR CLASSIFYING

(1) The convenience of the user of the library should govern all work in classifying , i.e place a book where it will be most useful, and always have a reason for putting it there

(2) Classify a book first according to its subject, and then by the form in which the subject is presented, except in generalia and pure literature, where form is paramount This is a general rule—exceptions are noted below

(3) When classifying collected works and the publications of learned societies, the type of publication and the character of the library must be considered It may be advisable to class together the works of the Early English Text Society, but to place together those of the Library Association would be ridiculous

(b) To determine the subject of a book, consult

(1) *Title*—This is generally chosen to show what the book is about, but never classify by the title alone, as many titles are vague or misleading

(2) *Contents table*—Usually the best guide to the true subject , if there is no contents table, read

(3) *Headings of chapters* or marginal notes

(4) *Preface*.—Unless already certain, glance through this to catch the author's viewpoint, and verify impressions gained from the title and contents

(5) *Index*—If the book is equipped with an index, this will prove a guide to contents, and to relative importance of subjects treated.

BOOK CLASSIFICATION

(6) *Reference books*—If preceding methods fail, consult reliable bibliographies, classified and annotated catalogues, biographical dictionaries, histories of literatures, encyclopædias, reviews, etc., for information about the character of the book. Bibliographies and catalogues are useful for older books, reliable reviews for the more recent.

(7) *Subject-matter*, by examining the actual text of the book. Illustrations and maps often offer a clue to the essential subject-matter. The publisher's notes, the extracts of reviews and the like found on the dust-jackets of new books are not always to be despised.

(8) *Specialists*

(c) *To assign the class number, remember*

(1) Practical usefulness governs all placing. Put the book where it will prove of greatest value to the reader.

(2) Contents or real subject of a book, not the accidental wording of its title, determines its place.

(3) The book must be given the most specific number which will contain it.

(4) The obvious purpose of a book usually decides its number at once.

(5) Not only the scope and tendency of each book, but also the nature and speciality of the library, in which it is being placed, must be considered. Here, again, usefulness decides.

(6) To secure uniformity make full notes of all difficulties and decisions, for it is more important to put all books on the same subject together, than to put later books in a place which you then consider to be more correct.

(7) Translations, reviews, keys, analyses, answers, and other books about specific books are to be classified with the original works.

(8) When a book treats of

(a) Two subjects, classify it under the first, unless the second is the more important, in which case classify it under the second. Always put a book under the first subject unless there is a good reason for putting it under the second.

(b) Two consecutive and closely allied subjects, generally place it under the first, and regard this as including the second, unless the second is predominantly prominent.

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

(c) More than two subjects, place it where it will be most useful.

(d) The fact that a book covers most of the sections of any division gives it the divisional number, instead of the most important section number. Unless some one section is so prominently treated as to warrant placing the book in it, classify a book covering four or more sections under the division number.

(9) In some cases, the binding (*e.g.* special editions), the special classes of reader (*e.g.* children and the blind), the size (*e.g.* newspapers), the date (*e.g.* incunabula), and the special method of illustration in certain illustrated works are the features by which books are classified and arranged. Thus books are *not* always classified "first by subject, then by form."

The all-pervasive rule is to place a book where it will be most useful—and have a reason for so doing.

AIDS TO CLASSIFICATION

It is often difficult to ascertain quickly, from the book to be classified, the correct geographical place, the full name of author or biographee, the date of an event, or the meaning of a scientific term. To assist him a classifier should have access to quick reference books. The chief of these are:

- 1 A good Atlas, with a full reference index
- 2 A good modern Gazetteer
- 3 A good modern National Gazetteer
- 4 Haydn's *Dictionary of dates*, last edition
- 5 Blair's or other full Chronological Tables
- 6 A Book of Dignities
- 7 A good Biographical Dictionary
- 8 A Dictionary of Scientific Terms
- 9 Dictionaries of most languages.
- 10 Willis's *Flowering plants and ferns*

CRITICAL CLASSIFICATION—DECISIONS

When classifying, common sense and strict impartiality should be used. A book should be placed in accordance with the author's purpose in writing the book. Any deviation is known as *critical classification*. "Avoid placings which are in the nature of a criticism," i.e. classifier's

BOOK CLASSIFICATION

own personal opinion should not influence the placing of any book. Another type of critical classification occurs when the author of a bibliographical scheme allows his prejudice to influence the relative position of certain topics in the schedules. Personal opinion cannot be avoided in the formulation of a classification, but prejudice and bias should not be shown.

Frequently a classifier is confronted with a book, which appears to have an equal right to be placed under more than one head, or with a book, for whose subject no definite place is provided in the schedules. In each case he has to make a *decision*—he has to decide in which one place the book is to be classified. Every decision implies some departure from, or addition to, the information printed in schedules or index in use. All such decisions must be recorded in the index and schedules of every copy of the classification in use in the library; in the case of a new subject, all synonyms must be noted. This recording of decisions is one of the most important tasks of the classifier, as it assures consistency in practice.

For many reasons it is best to use the schedules as they stand, or with as few alterations as possible. Most libraries, however, modify in some way the classification in use, if only to suit local conditions. Such alterations should be as slight as is possible. Obviously the chief modification is the expansion of certain heads, whose subdivisions are inadequate for the existing stock and for the provision of a new subject. Some libraries, for the sake of convenience or practical utility, make extra decisions, e.g. using the Decimal Classification, they might arrange Metals alphabetically under 546.3, or Topics alphabetically under Photography at 770.

CLOSE v BROAD CLASSIFICATION

Broad classification, the use of only the main sections of a classification schedule, say, the first thousand or ten thousand places of the Decimal Classification, or the omission of any detailed subdivisions, has been advocated to minimize complexity for the public. The great objection to *minute* or *close* classification, the using of the schedules down to the most detailed subdivision, is the length of the notation symbols. Broad classification may be desirable in a small library, or may be used in dealing with any section of a library for which the schedules are very

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

much more specific than the collection of books demands. If the first three, four, or five figures of the Decimal Classification are used, it is a comparatively simple matter to expand the notation as the library grows or as the literature of the subject becomes more extensive. On the other hand, it is better to classify minutely if only to save the inevitable alteration. In reference libraries the classification should be as minute as the schedules will permit. Dewey in his preface says "Decide this according to the circumstances in each library. Small libraries often use minute subsections beyond three figures only in certain divisions like Travel, 913-919, where closer geographical division is especially needed, and in 400 and 800, where a fourth figure is needed to separate different languages. In very small collections two figures might do until growth requires further division, but it is economy, and saves handling books again, to use at least three figures at first, even in the smallest collections. In larger or rapidly growing libraries all subdivisions may be used for the same reason, though the number of books may not then seem to justify it. Whether there are one or a thousand books on any topic, they take up no more shelf space if classed minutely, and the work is done once and for all. When large accessions come, even if a century later, this number will not have to be altered. A library having but twenty books on Education might think it unwise to use the full scheme, but the whole twenty would go on a single shelf, and take no more room, and the Index would refer more exactly to what was wanted. The number of books you have on any subject has in this system no special weight. In relative location, any number of consecutive topics without a book wastes no space on shelves or in catalogues. Numbers are merely skipped. This not only does no harm, but has great negative value, as looking for a number and finding it blank or skipped shows that you have nothing on the subject—information second in value only to finding something, for one need no longer search."

"The practical objection to close classing is that it gives a longer number, when this is used to charge by in a lending library. In a reference library full subsections should always be used. Where short numbers are imperative, give full class number on another part of book plate, not to be used in charging, but as a guide to contents. Thus, when a classifier has once examined a book and found out just what it is about, he records it to benefit others."

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On the other hand, Miss G O Kelley, concludes from her experience as Chief Classifier in the John Creek Library and as Readers' Consultant in the Queen's Borough Public Library, that "less effort should be made to place books in accordance with minute subdivisions which might tend to be of temporary value, and which may conform to the needs of very few readers" ¹

She contends that the average reader is confused by a classified array of books and advocates broader classification with more detailed cataloguing

The danger of overclassifying should always be guarded against. Often the subdivisions of Dewey cease to be clearly defined, and their theoretical distinctions become exceedingly difficult to apply to books, resulting in the temptation to rely on personal opinion. It is better here to classify under the broad heading, in other cases, unless deliberately classifying broadly, be as specific as possible

In the examination use the form and geographical divisions only when definite instructions appear to that effect in the main schedules, or when the topic is listed in the special Index Tables. Do not build up numbers by tacking form divisions to any topic number simply because the title contains "History of," "Essays on," or "An outline of." In attempting to cover every aspect of the contents of a book, many candidates invent impossible combinations of notation symbols, and thereby succeed only in informing the examiners that they are unfamiliar with the Decimal Classification as a practical tool

SHELF ARRANGEMENT

The ideal order of the classified books on the shelves is in one sequence in the strict order of the classification in use, e.g. Classes 000-999 of Dewey, A-Z of Cutter. This order is deviated from to make the service more efficient, to suit the particular needs of a library, to make the arrangement more easily understood or the stock more conveniently used, or to accommodate the different-sized books

For convenience and to prevent congestion, fiction is usually taken from the main sequence and spread round the walls of the library. The problem of arranging the various-sized books in a simple manner is one that confronts every librarian. One of the following three methods is used

¹ Kelley, G. O. *The Classification of books*, 1937, p. 59

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

- (1) Using the bottom shelves of each tier for a separate sequence of the larger books
- (2) Arranging the larger books in a separate sequence at the end of each class
- (3) Arranging the larger books in a complete separate sequence of the whole classification This method is the most easily understood and the most popular

The above methods are known as *parallel arrangements*, any alteration of the normal sequence of books in the order of the schedules is called *broken order*

In the average-sized lending library, it is found that there are comparatively few large books, apart from Music, which demand a special type of shelf, and that one, or at the most two, sequences suffice Juvenile literature offers somewhat the same problem, but the only practical method is to arrange this stock in a complete separate sequence, using perhaps a simplified form of the classification A special children's department, which has been planned, fitted, and staffed to meet the needs of the modern child, should be provided In a reference or special library the position differs fundamentally Here provision must be made for octavos, quartos, folios, elephants, and flat storage, while pamphlets and other fugitive material must be accommodated

GUIDES

In open-access libraries, a system of guides is necessary to point out roughly the method of arrangement, and to assist the reader in finding any particular subject

Catalogue

The chief guide is the catalogue, either printed or on cards. Classification and cataloguing, although often considered as separate and distinct subjects, are closely related, each being the complement of the other When a book is classified it must, whatever subject or subjects it deals with, be put at one place in the schedules, and one place only When it is catalogued there is no such limitation, as entries only are made, and these can be duplicated under as many subjects as is practically desirable The catalogue can thus analyse the contents of every individual book, and bring the full resources of the library before the

BOOK CLASSIFICATION

reader With its full alphabetical indexes, the catalogue minimizes many of the weaknesses of systematic book classification in practice¹ It traces the location of authors, titles, and subjects, and allows the reader and librarian to make a direct approach to the one specific thing in mind

Briefly the purpose of the catalogue is to facilitate the finding of a book or groups of books, while classification is concerned more with the contents of a book and its useful relationship with the contents of other books Miss Kelley suggests that in the average library it would be more effective to classify broadly and catalogue minutely, thus obviating one weakness of a classified array of books—"the separation of parts from the whole"²

There are two main kinds of subject catalogues, the *dictionary* and the *classified*³ The object of both is to bring books into relation with one another The dictionary catalogue is perhaps the more popular, on account of its supposed simplicity, but the modern classified catalogue, with its full alphabetical indexes, is gaining in favour, and is now generally considered the more effective It has been suggested, however, that the classified catalogue confuses, not assists, the reader, and is apt to reflect any weakness inherent in the classification scheme⁴ We are concerned chiefly with the classified form, which may be defined as one "in which entries of books are arranged in the exact order of the classification" Under each specific head the entries are arranged in one of the following ways

- (1) Alphabetically by author's name
- (2) Chronologically by date of publication, or addition to the library
- (3) Inverse chronologically
- (4) Order which places the best book first
- (5) Order which places the most elementary book first

Of these, the most logical is perhaps the chronological, the most popular, the alphabetical To be of greatest value and to make it easily understood by readers, the catalogue should be equipped with indexes

¹ See p 23

² Kelley, G. O *The Classification of books*, 1937, Chapter IV

⁴ *Library Association Record*, Vol. 44, 1942, pp. 147-50; Vol. 46, 1944,
pp 59-60

⁴ *Ibid.*, pp 34-38

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

- (1) Author.
- (2) Title.
- (3) Subject

The first and second are usually combined, and often all three are amalgamated into one alphabetical sequence.

Some things accomplished by the classified catalogue¹

- (1) A logical arrangement of subjects is assured, because the catalogue is based on a system of classification
- (2) The reader is able to survey a whole field of literature, as it is spread out before him in logical order
- (3) The catalogue shows what books are grouped together on the shelves
- (4) The catalogue shows the strength of the library collection in any one class
- (5) Any class or subject can be printed separately in book or pamphlet form at any time
- (6) An alphabetical and a logical array of subjects is combined in one catalogue
- (7) Because of the number of separate files, more people can use the catalogue at any one time

Briefly, the value of the classified catalogue lies in the fact that the reader is shown, from every useful point of view, entries for the complete stock arranged in the sequence of the schedules, he can see all subjects that are related brought together, he can gauge the extent of a library's stock on any particular subject almost at a glance

The catalogue itself should be guided with simple instructions as to its purpose, method of arrangement, and use. The introduction to the *Union catalogue of additions to the libraries* , 1929, published by the Glasgow Public Libraries, is a good example of such a guide to a printed catalogue .

"The Catalogue is divided into :

- 1 Class list, showing the titles of books, under main classes, divisions, and subdivisions
- 2 Fiction in English
- 3. Index of Titles.
- 4 Index of Subjects and Author names.

¹ Mann, M *Cataloguing and classification*, p 186, 1943.

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" If a work dealing with a special subject or by a given author is desired, the Index of Subjects and Author names should be consulted Having ascertained the class number of the book, reference should be made to the corresponding number in the Class List, where the work will be found with others treating of the same or kindred subjects Books whose titles do not clearly indicate the subjects of which they treat will be found in the Index of Titles In this index the titles are arranged alphabetically, except where they commence with A, An or The, in which case the word following the article determines the sequence

" The Class List shows the titles of books in an order generally corresponding with that of the volumes as arranged on the shelves in those libraries where the public have free personal access to the books This order enables readers to compare books and ascertain which will best meet their requirements

" Books dealing with more than one subject have usually been entered in the Class List under the several subjects of which they treat, as—

150 Psychology

Marett (R R) Psychology and Folklore 1920

This work also appears at

398 Folklore

[150] Marett (R R) Psychology and Folklore 1920

" In such entries the class number in square brackets indicates the place in the list where this principal entry will be found It is also the guide to the position of the book on the shelves in the libraries where the public have access to the books "

In the same way, card catalogues need guides, both as to the contents of each individual drawer and as to their use Some libraries place on or near their classified catalogues a copy of *How to find a book*, a small pamphlet issued by Messrs Libraco, which gives brief explanation of the use of the catalogue, Index and notation, and includes an abridged Dewey Index Others place in a prominent position over or near the catalogue a guide somewhat similar to that printed in the Glasgow Catalogue

OTHER GUIDES

Plan —A guide to the shelf arrangement as a whole This usually consists of a bold plan of the library, showing the allocation of the main

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

classes in the book cases An effective variation of this type of guide is one which combines the plan with brief instructions on "How to find a book," or "How to use the catalogue" This is placed near the catalogue cabinet

Class Guides—These are placed at the top centre or on the bookcase at the end of the class There are various forms, the most popular being a framed card, either giving the class number or subject only, or the main divisions

Tier Guides—Used in large classes, which occupy several tiers of shelving The chief form is based on a framed diagram placed in a prominent position on the tier

Shelf Guides—These usually take the form of a label, bearing the notation and name of subject, affixed in some manner to the front edge of the shelf

Topic Guides—Guides to specific subjects The most common form is a narrow wood or cardboard block, bearing the name and number of the topic, placed at the beginning of books on that topic on the shelves

Guiding of the Individual Book—Generally by showing the class number and alphabetic or book number on the spine of the book The methods of marking, the position of the mark, and the systems of book marks are numerous It may be remarked here that some of these methods, and others used to show the ownership, result in the wholesale disfigurement of books One of the primary duties of a librarian is "the care of books," yet millions of volumes have been so mutilated that a "public library" book is usually obvious at a glance! The use of large, ugly symbols and other marks should be avoided, small symbols, neatly styloed on the spine of the book should suffice

Cross-references—Dummies—In many libraries, every absence of a book from its place in the main sequence is indicated Any deviation made to accommodate large-sized books, etc., is pointed out by a dummy placed on the shelves in lieu of the book These dummies usually consist of blocks, similar to those mentioned above. The great disadvantage is the valuable shelf space occupied.

The Personal Guide—The "shop-walker" assistant, whose main duty is to act as a personal intermediary between the readers and the books, an assistant who not only is trained in the answering of enquiries and in the guidance of reading, but is in all things fitted for a "library host";

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a person whom the public respect, and in whom they have confidence. This is the best of all guides, and the provision of such an assistant makes unnecessary many of the other guiding methods.

A Printed Pamphlet—This might include information on the services provided, a synopsis of the rules, a section on how to use the library, how to consult the catalogues, and any other useful or interesting information.

Many of the above guides are superfluous in the modern open access lending library. Our libraries are littered with badly designed, useless guides, which, far from assisting the reader, merely confuse him. Few of our readers understand the classification, or have any wish to do so, and no amount of mechanical guiding will assist them. On the other hand, the reader who is initiated into the method of arrangement—as he should be—and has at his service the assistance and advice of a library host—as he should have—can find his way about the library without the provision of a profusion of signposts. The public can quite as easily, perhaps more easily, find books with the number 621 384 than a block or small tag marked “Wireless”. Another disadvantage of topic or shelf guides is that they need to be moved continually to refer to the fluctuating stock of books. The use of dummies for cross-reference purposes, not only wastes valuable shelving space, but could, if carried to its logical conclusion of being used to indicate *all* books missing from the shelves, produce an absurd position—that of half the stock on the shelves being composed of wooden blocks. In one library recently visited, nine out of twenty items on a shelf consisted of block guides and references—a remnant of the archaic past!

The following guides have been found to be adequate for a medium-sized open-access lending library, and should suffice for a much larger one.

- (1) A classified catalogue, with author, title, and subject indexes.
- (2) A combined plan and “How to find a book” notice.
- (3) Class guides. Summary of main topics contained in bookcases, this placed at the end of each case.
- (4) Notation on spine of books.
- (5) Personal guide.
- (6) Printed pamphlet.

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

DISPLAY WORK

An important feature in the modern library, and one which depends for its practical application to a great extent on a classified stock, is the methods used to attract readers to certain groups of books. The most popular of these is perhaps the issue of bulletins and class lists, either in printed or stencilled form. Another effective method is the use of posters. By the judicious display of well-designed, boldly lined, and provocative posters, the reader is stimulated and attracted towards selected groups of books. In addition the whole atmosphere of the library is brightened and given an individual appeal. The scope is, of course, enormous; every aspect of life and all phases of literature can be covered with suitable designs and captions. The form and method of execution are limited only by the artistic ability of the staff and the material placed at their disposal. Hand-drawn designs and lettering are usually the more effective, but satisfactory posters can be made with mechanical printing sets. Dust jackets, illustrations, and cuttings can be used with advantage for the body of the poster.

Another useful form of display is the grouping of a selection of books between suitably labelled book-ends, placed on reading tables or on the tops of low book-cases. Special shelves or cases designed for display purposes are also available, a modified form is a type of shelving barrow, which can be wheeled, if necessary, to different parts of the library according to the particular display. Many libraries have specialized in display work, even to the extent of developing a shop-window type of frontage in branch libraries.

The displays may be of a semi-permanent nature, or might consist of a temporary collection of books referring to an event, personality, item of topical interest, or any section of the stock to which the librarian wishes to draw attention. Whatever the display, the classification makes it easily practical, and, indeed, it is often possible to bring before the reader aspects of a subject which are widely separated on the shelves, e.g. a display on "The Sea" might include books from each of the divisions 359, 623.8, 797.14, 910.4, and 920 in the Decimal Classification.

It has been said that display work tends to destroy the value of book classification, but as classification in itself has little real meaning to the majority of our readers, and as this work does reveal new and

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often unsuspected avenues of reading to the public, the advantages outweigh the disadvantages. The specialist reader is more equipped to fend for himself, and, after all, the librarian and the staff are aware of the displacement. The absence of a particular display book from the classified sequence is hardly more serious than if it is in the issue; its presence in a display may have far-reaching and beneficial results.

CLASSIFICATION OF FICTION

Some aspects of the classification of fiction may be considered as a development of display work. The treatment of fiction varies from library to library. Many group all novels in English, translated or otherwise, on the main fiction shelves in alphabetical order. Others consider as fiction those novels written by English authors only, placing translations with the literature of the original language. Some make a further distinction, and place on the fiction shelves post-Victorian English novels only, classifying earlier English novels with English literature. These latter arrangements may be considered as elementary classification of fiction.

Attempts have been made to group fiction on the shelves, according to the type of story, into such classes as "Western Stories," "Mystery Stories," and "Love Stories." In practice this might tend to encourage the reading of "light" fiction and to strain an already inadequate book fund merely to ensure that any one particular group is always supplied with a representative collection. Again it is questionable if the arrangement is worth the trouble, especially if a series of distinguishing symbols is added to books and records. An elaborate, perhaps too elaborate, system for the classification of fiction has been outlined by Mr L A Burgess.¹ Briefly this entails the allocation of symbols to groups of fiction according to the type of story. Few libraries would willingly undertake the very considerable amount of work involved even if such a scheme were considered necessary.

Some libraries report favourably on the practice of adding a distinctive symbol to the spine of the novel but maintaining the usual alphabetical sequence, others have experimented with distinctively coloured bindings for certain groups, many more offer assistance to readers by the publication of selective lists.

¹ *Library Association Record*, Vol 38, 1935-6, pp. 179-182.

PRACTICAL APPLICATION OF BOOK CLASSIFICATION

All these attempts to assist the bewildered reader, confronted with a long sequence of fiction, should be considered favourably.

The writer has found that the fiction stock can be conveniently and effectively grouped into three separate sequences

(1) Pre-War (1914) Fiction.

(2) Translated Fiction

(3) Modern Fiction

The distinction is a rough one only, with no alteration of existing records or symbols. This arrangement has proved successful in a busy lending library for the following reasons—it does not separate the works of an author, it breaks up the long sequence, and collects in the first two groups novels which have a certain individual appeal, it relieves the main fiction shelves of long sets of less popular novels, all types of readers are catered for—those who require modern novels, those who are keen on "translations" and those who enjoy the older type of fiction, no extra burden is placed on the staff. Thus rough grouping, together with a few isolated groups, labelled "Selected Novels," "Fact in Fiction," "Novels of County Life," and the like, greatly assist the general reader.

It is sometimes advocated that some novels might with advantage be spread over the main classification according to their subject interest. This arrangement, it is said, would not only be useful to students of special subjects, but would bring the hardy fiction reader into contact with the more serious books. Brown, in his Subject Classification, allows such classifying: "Fiction may be distributed according to its ascertained subject-matter by adding the Fiction number from the Categorical Tables to any subject number thought appropriate. Historical fiction in particular lends itself to this method of classification." Cutter supplies occasional places for fiction in his main schedules, e.g. Under Vt, Theatre, VTZZ is Theatrical fiction.

This classification would confuse the majority of readers, while being of little real value to students. Although many novels present a subject more forcibly and vividly than other more serious books, the real facts are usually distorted for the sake of the story. This splitting up of fiction is against the fundamental principles of the form class, Literature

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(if fiction, why not poetry and drama ?), and, moreover, would separate sequels and the work of one author. If the subject-matter of a novel is deemed of sufficient importance, the classification should be limited to an entry under the appropriate subject in the catalogue, this entry to be clearly marked as referring to a work of fiction.

OTHER USES OF CLASSIFICATION

OUTSIDE the main scheme of classification, the librarian is concerned with a number of special classifications for the arrangement of his office papers and correspondence, the local collection, the junior library or department, collections of illustrations, and similar material.

OFFICE PAPERS

Correspondence and office papers may be arranged in one of four ways:

- (1) Chronologically by date
- (2) Alphabetical by correspondent.
- (3) Alphabetical by subject
- (4) Classified by subject

The first two methods, while being easier to work, are less satisfactory than the third or fourth. Correspondence in a public library is far more valuable under subject than if arranged alphabetically or by date. If arranged in a systematic order, all related correspondence is brought together. Not only is all material on one subject collected, but also this arrangement facilitates the withdrawal of ephemeral matter. The main objection to classifying correspondence is the possibility of placing a particular letter where it cannot be found, but this occurs even with an alphabetical arrangement. If an alphabetical index of correspondents is used, this obviates the difficulty, and also serves the additional purpose of an address register. The need for this classified sequence is, of course, more obvious in a large library, many small and medium-sized libraries finding that an alphabetical arrangement by subject or author is entirely satisfactory.

Every bibliographical scheme contains schedules for Library Economy, which, however, are provided essentially for the purpose of arranging printed literature on the subject. Special classifications have been formulated for office papers, the two best known being those of Mr. C. Madely¹ and of Mr. L. Stanley Jast.

The latter scheme is outlined in the Preface to the Subject Classification. It has 11 main classes, and is equipped with a decimal notation of arabic numerals:

¹ *Library Association Record*, Vol. 6, 1904, pp. 367-87.

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- 0 General.
- 01 Librarian Personal
- 1 Legislation Founding Classes of Libraries.
- 2 Extension Work.
- 3 Building
- 4 Government and Service
- 5 Executive.
- 6 Accession. Description Conservation
- 7 Departments.
- 8 Publications
- 9 Other.

Example of the subdivision

- 5 Executive
- 51 Finance
- 511 Estimates
- 512 Income
- 5121 Rate
- 5122 Endowment
- 5123 Investments

The numbers may be "pointed" if required, e.g. 5123 Investments
The classification number is placed on all correspondence, incoming and outgoing, which is then filed under that number in loose-leaf folders
The files should be weeded out at regular intervals This classification may be applied, not only to letters, but also to library supplies and stationery.

LOCAL COLLECTIONS

Almost every library collects and preserves local literature, comprising mainly printed and manuscript material, including maps, prints, and similar items The classification needed for local collections is, of necessity, somewhat specialized, and it may be assumed that the schedules of the main bibliographical schemes are, as a whole, inadequate In most cases the librarian prefers to formulate a scheme suited to the requirements of his own collection.

OTHER USES OF CLASSIFICATION

One of the first contributors to the subject of local classification was Mr L. Stanley Jast, who in 1909 formulated a scheme for local collections. Taking the county as the unit-area, he adopted a topographical arrangement.

Boroughs	Rural Districts
Urban Districts	Parishes (Civil)

Books, pamphlets, etc., were arranged according to this topographical arrangement, based on Government areas, subdivided by the Decimal Classification. This arrangement was intended for books only. Mr Jast contended that the parish, i.e. the civil parish, was too large a unit for the convenient arrangement of prints, and also that there are no further local government subdivisions which can be employed for the purpose of classification. For prints, photographs, and similar material, he outlined a scheme which is detailed in the chapters on classification in the *Camera as historian*, 1916. Here all administrative subdivisions of a county were abandoned, and the system based on the main divisions and quarter sheets of the six-inch Ordnance Survey maps. One advantage of this method is that the Ordnance Survey numbers do not vary, whereas local government areas change frequently. The primary arrangement of the prints was to be by subjects and the topographical arrangement used for subdivision only. The main divisions of this scheme are

01-47 Topography

- 48 Art
 - 49 Literature
 - 50 Geology
 - 51 Palaeontology
 - 52 Zoology
 - 53 Botany
 - 537 Horticulture and Agriculture
 - 54 Architecture.
 - 55 Antiquities.
 - 56 Meteorology.
 - 57 Passing Events
- 60-99 County divided by boroughs, urban, and rural districts, etc.
For special use where indicated, when the subdivision 01-47
cannot be conveniently employed.

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The scheme includes special tables for the subdivision of 01-47, 489 (Portraits and biographical material), and 541 (Churches)

The first series of numbers, 01-47, is that of the six-inch sheets of the Ordnance Survey and is used for material whose interest is definitely topographical and for local division of subjects. The second series, 60-69, is provided for marking local literature. In both cases the numbers are used in brackets to distinguish them from the subject numbers. Sayers says¹ that in practice it would be more satisfactory to maintain a topographical arrangement with subject division. Thus instead of 55(331) representing the Antiquities of the Dorking District, the notation would be 331(55), where 331 represents the Dorking District from the first series of topographical numbers (Ordnance Survey) and 55 Antiquities from the subject classes.

In 1926, Mr James Ormerod, Deputy Librarian of Derby, summarized his experience at Derby in an article "Classification and cataloguing of local collections"². To enable the Derby scheme to be applicable to any county and also to bring the counties into some sort of relation, the geographical divisions of Dewey, omitting 942, are used. The towns, villages, etc., are arranged in alphabetical order after the county symbol with the aid of the Cutter-Sanborn three-figure author mark, two figures only being used as the general rule.

51	DERBYSHIRE
51 A81	Ashbourne
51 B45	Belper
51 C49	Chatsworth
51 D42	Derby
51 D43	Derwent River
52	NOTTINGHAMSHIRE
52 M28	Mansfield
52 N92	Nottingham
52 S55	Sherwood Forest.

Special districts, mountains, valleys, rivers, etc., may either take the county number or be arranged in alphabetical order with the towns and villages. For subdivision a two-figure decimal table of subjects is used, the main classes of which are:

¹ Sayers, W. C. B. *Manual of library classification*, 1944, pp. 290-1.

² *Library World*, Vol. 29, 1926-27, pp. 147-151; pp. 168-174

OTHER USES OF CLASSIFICATION

- 0 General Works.
- 1 Science
- 2 Technology
- 3 Sociology
- 4 Administration
- 5 Biography and Genealogy.
- 6 History and Description
- 7 Fine Arts
- 8 Language and Literature.
- 9 Philosophy and Religion

One of the most thorough and detailed classifications for a local collection is that formulated by Mr Roland Austin. This is the result of an extensive study and experience of the subject, and is used for the County collection at the Gloucester Public Library. The scheme is divided into eleven classes, and the basis of the arrangement is topographical.

- | | |
|--------|---|
| I | Works relating to the County as a whole |
| II-III | District areas of the County |
| IV | Rivers |
| V | County Town |
| VI-VII | Other large towns. |
| VIII | Smaller towns and parishes. |
| IX | Biography |
| X | Local writers |
| XI | Local printing |
| | Index of authors |
| | Index of subjects. |
| | Index of local printers and booksellers |

The classes are subdivided in some detail, e.g. Class I has 21 main divisions, many of which are divided minutely. Main divisions of I include

- 1 History
- 2 Ecclesiastical History.
- 3 Parliamentary History.
- 4 Military History
- 5 Administration.

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- 6 Agriculture
- Etc
- 19 Sport
- 20 Fiction and Poetry.
- 21 Miscellanea

Perhaps the simplest and most common method is to arrange the places of a county, the districts or wards of a town, etc., in alphabetical order, giving a notation to them in that order, *e.g.* for the county of Essex the scheme might be:

- E 00 Essex. General.
- E 01 Rivers.
- E 02 Mountains
- E 03 Essex, North
- E 05 Essex, South
- E 07 Essex, East
- E 09 Essex, West
- E 10 Abberton.
- E 11 Abridge

Etc.

These heads, which denote the locality only, could be subdivided by adding the subject-number from the main classification in use in the library, *e.g.* in a Dewey classed library.

Birds of Abberton would be E 10 5982 or E 10 (5982)

This method, while being simple, separates, by the accidental form of the names, places and districts that are near or geographically related to one another. This could be rectified by arranging together the component places in the hundreds of the county, and the wards or ecclesiastical parishes of a town.

Most readers, however, require information on a specific place or places, and neighbouring areas are usually known or can be ascertained both easily and quickly. A simple alphabetical arrangement has been found to be entirely satisfactory in libraries of all sizes.

JUNIOR LIBRARIES

The orthodox form of the main classification used in the adult departments is usually considered too complicated for the arrangement of junior books in the children's library or section. A simplified version

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of the main scheme is frequently adopted, e.g. the first two, three or even four divisions of, say, the Decimal Classification and the notation is usually prefixed by the symbol J to denote junior stock, e.g. J51 or J510 for Mathematics.

The use of this abridged form of the main classification familiarizes the children with the general practice of the library and supplies valuable preliminary training for their entry into the senior departments.

Fiction forms a very large part of the junior stock and, unlike in the adult lending library, it is the accepted practice to assist the young reader by classifying these books into broad groups according to the type of story. The groups are usually given a distinctive symbol and arranged alphabetically

- FA Adventure stories
- FC Classics
- FD Detective stories
- FF Fairy stories
- FH Historical stories
- FS School stories

These groups are quite arbitrary and vary from library to library.

SPECIAL COLLECTIONS

It is in the classification of special collections of illustrations that the schedules of theoretical or scientific classification often become of considerable practical value to the librarian. The specialized information of genus and species frequently required cannot be found in, say, the Decimal Classification. For example, in arranging a large collection of illustrations of Birds, some such classification as that outlined in the *Cambridge natural history of birds* is essential.

The arrangement of prints, lantern slides, gramophone records, and the like might demand similar treatment.

SPECIAL LIBRARIES

The above methods refer to special collections usually found in public libraries. These should not be confused with *Special Libraries* provided by institutions, societies, firms and business houses, associations and the like. These libraries are usually limited in scope to specific subjects or groups of related subjects according to the interests of the institution, e.g. Medicine, Law, Engineering, etc. Many of these libraries use one of the main bibliographical classifications or adaptations of these

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schemes, others use individual schemes which have been formulated and developed by successive librarians. A number of special classifications have been published, the following is a selection of recent publications.

Cunningham, E R *A Classification for medical literature*, 2nd ed., 1937

Dabagh, T S *Mnemonic classification for law libraries*, 1936

Havard University. *A Classification of business literature*, 1937

Lynn, J M *An Alternative classification for catholic books*. 1937

Science Museum, South Kensington *Classification for works on pure and applied sciences* Ed 3, 1936

These and others are of interest to the specialist student only and are not discussed here

One such special scheme, the *Cheltenham Classification*,¹ may perhaps have a particular interest for librarians. This scheme aims to provide "a workable scheme of classification" for school libraries, the provision of which may be considered as a development of junior library practice. It was advanced as an alternative to the Decimal Classification, and attempts to follow the grouping of subjects as they are taught in schools. Thus each language is followed by its literature, the literatures are arranged in a chronological sequence collecting the poetry, drama and prose of a period and of an author, a special class is provided for the classics, all aspects of geography are collected, applied sciences are separated from the pure sciences.

The scheme has eighteen main classes, numbered by capital letters, the divisions are given arabic numerals used arithmetically, further division is accommodated by decimals.

- A Theology
- B Philosophy
- C Sociology
- D History
- E Language and Literature. General
English Language and Literature
- F French Language and Literature
- G German Language and Literature.
Other Teutonic Languages

¹ Fegan, E. S and Cant, M *The Cheltenham Classification; a library classification for schools*, 1937

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- H Italian Languages and Literature
- Other Romance Languages.
- J Spanish and Portuguese Languages, etc
- K Classics (Greek and Latin)
- L Eastern European
- M Science
- P Geology and Geography
- R Applied Science Technology
- S Fine Arts.
- W Junior Library
- Y Fiction Library.
- Z Generalia Library Science.

The letters I, N, O, Q, T, U, and V are not used

In the schedules the various main sections within the classes are grouped under Roman numerals which, however, do not form part of the notation An example from the schedules

M	Science.
IV	Physics (<i>IV not used as notation</i>)
26	General Physics
	1 History 2 Biography.
27	Practical and experimental
28	Properties of matter.
	1 Statics. .3 Hydrostatics.
	2 Dynamics 4 Gases
29	Mechanics
30	Sound Acoustics
	Etc

Full notes to assist the classifier are given at the end of each class and a relative index is appended, example.

Anthropology	
general	M80.
physical	M81
prehistoric	M81.1.
present day	M81.2.

The scheme is completed with a full introduction giving many practical hints and suggestions to the user.

APPENDIX I

THE FUTURE OF THE CLASSIFICATION DÉCIMALE

THE Brussels Institute of Bibliography, now the Fédération Internationale de Documentation, since adopting the Dewey Decimal Classification, has made many modifications, additions, and minor revisions, but for many years has realized that for its specialized needs the classification required drastic revision, in whole or in part. In the 12th Annual Report, published in 1933, both M. Paul Otlet and M. F. Dunker-Duyvis stressed the need for this revision and outlined suggested methods.

M. Paul Otlet, in his article, "Sur le développement ultérieur de la classification décimale," points out that up to 1927 the Brussels Institute adhered to the principle of invariability, but in 1927 it was compelled to abandon this position, and commence modifying the tables. He says there are three methods of improving the tables:

(a) Simple revision

- 1 By addition
- 2 By suppression
- 3 By reducing the number of divisions with small symbol number (*i.e.* with high "hierarchy" value, but of small relative importance)

(b) By remodelling a part of the classification

(c) By a general remodelling

M. F. Dunker-Duyvis, in his article, "On the future complete revision of the Decimal Classification,"¹ points out that disturbing its character of a standard would deprive the Decimal Classification of all its practical worth. He says, "Piecemeal correction may serve for quite a long while, but it cannot meet the requirements which affect the fundamentals of classification, in so far as the progress of modern knowledge does not only simply concern the extension and development of individual sciences, but also deals with the mutual relations between the sciences and the bases on which they are built." He sets out a table of the main heads of suggested rearrangement of the Decimal Classification, which

¹ *Institut International de Documentation, 12th Conference, 1933, Reports pp. 1-17*

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he says may be developed and used by the Brussels Institute in about 1940¹. In this classification the chief objects will be:

- (1) Number of symbols reduced to a minimum.
- (2) The distribution of the various classes of science over the sections should be more equal (e.g. the combination of Philosophy and Religion, and Generalha, Language, and Literature)
- (3) A certain number of main divisions should be left free, and at least one of the first ten divisions should be left open for future expansion.
- (4) The fundamental distinction between pure and applied Science and fine and applied Arts should be given up.

The complete table is given below.

TENTATIVE SCHEME OF COMPLETE REVISION OF C D U

General Table of Common Subdivisions

- 01 Form of document
Manuals, pamphlets, periodicals, etc
- 02 Form of expression in the document
Language Symbols Orthography
- 03 Conception of the object
Theories Methods
- 04 Chronological form in which the object is presented Time.
- 05 Topographical form in which the object is presented Space.
- 06 Organizational and administrative form in which the object is presented
Corporations, associations, personnel
- 07 Forms of activity towards the object.
Realization Operations Apparatus Equipment.
- 1 Sciences of the Spirit (of the Mind) (C.D.U. 1-2-37)
11 General
- 12 Philosophy.
- 13 Theology. Religion
- 14 Esoteric Sciences
- 15 Psychology.
- 16 Moral Ethics

¹ Now probably delayed for many years.

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- 17 Education.
- 2 Sciences of the Expression of Thought (C D.U. 0-4-655-8).
- 21 General.
- 22 Philology Theory of Languages
- 23 Eciture Notation. Symbols
- 24 Literature
- 25 Publishing Bibliology. Bookselling
- 26 Documentation. Information Bibliography
- 27 Bibliothecomics
- 3 Sociology (C D.U. 31, 33, 36, 38, 39, 625, 654, 656, 79, 9)
- 31 General
- 32 Demology Demography
- 33 Economics
- 34 Transport Communication
- 35 Co-operation Mutuality.
- 36 Habits Customs.
- 37 Sports and Pastimes.
- 39 History
- 4 Sciences of Organization and Ruling (C D U 32, 34, 35, 623, 64, 651, 657/659)
- 41 General
- 42 Political Sciences
- 43 Law
- 44 Military Sciences
- 45 Management and Administration in General.
- 46 Public Administration
- 47 Private Administration.
- 5 Physico-mathematical Sciences (C D U. 51/56, 621, 622, 626, 627, 629, 66, 67, 91)
- 51 General (Natural Sciences in General).
- 52 Mathematics
- 53 Mechanics and Applied Mechanics.
- 54 Physics and Applied Physics.
- 55 Chemistry and Applied Chemistry.
- 56 Astronomy Geodesy
- 57 Geology Mining. Hydrology. Applied Hydrology. Meteorology.
- 59 Geography

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- 6 Biological Sciences (C.D U. 57/59, 61, 628).
- 61 Biology in General.
- 62 Botanics. Agriculture.
- 63 Zoology Zootechnics
- 64 Anthropology Ethnology
- 65 Medical Sciences in General Hygiene.
- 66 Pathology
- 67 Therapeutics and Pharmacy
- 7 Arts (C D U 67/69, 71/78)
- 71 General
- 72 Industry. Manufacture.
- 73 Aesthetics
- 74 Two-dimensional Arts Painting. Engraving. Photography.
- 75 Three-dimensional Arts Sculpture. Building Architecture.
- 76 Decorative Arts
- 77 Musical Arts

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As an example of the notation, method of division, etc , suppose Great Britain gets the number 0541, and Geography 59, the geography of Great Britain will be 59 0541.

These suggestions and tables are, of course, only theoretical and tentative The student should make careful comparisons, and balance up for himself the arguments for a permanently fixed outline on the one hand and a modern scientific classification on the other

APPENDIX II

A UNIVERSAL BOOK CLASSIFICATION

THE need for a book classification suitable for adoption in libraries of every type and size throughout the world has frequently been expressed.

The obvious advantages of such a scheme, apart from the convenience of readers visiting various libraries, are the possibility of the development of co-operative classification, similar to that carried out by the Library of Congress, and the stimulus it would give to national and international bibliography.

No published scheme in its present form is likely to become adopted universally. The formulation of an entirely new scheme, adapted for world-wide requirements, is a formidable task, and many almost insurmountable difficulties must be faced.

The most obvious of these are indicated in the following queries, the student must follow the lead given and consider the prospects for himself.

Could such a scheme be formulated? By whom? An international committee of experts? Would such a committee agree? Would the evolved scheme be permanent? How would language and national difficulties be overcome? What notation would be used? Decimal? Who would undertake the colossal task of editing, compiling, and translating? Who would pay for this? What modifications would be allowed? (Various types of libraries would demand different treatment in the detail of schedules) Could Cutter's "expansive" method be used, and perhaps Bliss's alternative location of classes? With these modifications could such a scheme be considered a universal one? How would the scheme be kept up to date? How would "decisions" be made consistently? Would librarians agree to adopt the scheme? If not, how would it be enforced? By law? Thus state control? Would the work entailed be worth while? . . . and so on.

APPENDIX III

HINTS TO CANDIDATES—REVISION

General

A month or so before the examination, revise your work thoroughly. The material given in this Primer, together with your own notes, should suffice for a rapid yet complete revision of the whole syllabus. Obtain copies of recent examination papers and study the questions. Make a special point of noting the valuable advice and guidance offered in both the undermentioned series of articles.

- (1) The reports of the Library Association examiners published in "*Library Association Record*," Vol 40, 1938 to date
- (2) "*Students Problems*," conducted by Mr D Howard Halliday and later by Dr A J Walford in "*Library Assistant*," Vol 30, 1937 to Vol 35, 1943

Theoretical

Memorize definitions, and, wherever possible, *original* examples of connotation, denotation, extension, intension, *summum genus, infima species, classification, general and special classification, etc.* Be sure you understand all the terms given in the L A syllabus. Know and understand the rules governing division, the Predicables, and be familiar with the principles laid down, their application and importance. Know the differences between knowledge and book classification, and recognize the purpose and use of the latter. Be able to discuss with examples any one or all of the distinguishing features of bibliographical classification. For advice on the formulation of a schedule in the examination room (a former popular type of question in the examination) see "*Library Assistant*," Vol 28, pp 115-117.

Practical Application of Classification on Shelves

Guides, the classified catalogue, broken order, relative location, and other practical methods are favourite subjects for questions. Your library experience, and your study of Cataloguing and Routine, should stand you in good stead in answering this type of question.

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Practical Classification

It has been pointed out¹ that in the examination room students work under conditions entirely different from those in library practice. The practical examination paper needs a special technique of approach. Here the candidate is confronted not by an actual book with its complexities of ideas and facts from which the most useful subject gradually emerges, but by certain data and information. This must be treated on its own merits irrespective of the fact that the author and title refer to a particular book which the candidate remembers as being placed at a specific number in his own library. The work of investigation is more or less cut and dried and the annotation must be considered as vital data on the issues, which although sometimes rather confused are at least clearly stated. The evidence must be weighed carefully, with reference to the title, the author and his stated viewpoint which may be, say, historical rather than philosophical, or psychological rather than anthropological. Even a series note may suffice to turn the scale in the final weighing of evidence.

Students can obtain experience of working under these conditions by using copies of the published examination papers and by working with classified catalogues and the like. Follow the advice given on page 146. See also article in *Library World*, Vol 44, pp 3-5 for guidance in the choice of "subject index references".

In one of the recent reports, mentioned above, the examiners say "Judging from many places given, it would appear that candidates without experience pick out a word from the title or note, look up that word in the Index and assign the first number they find there. Examples of the incorrect application of the local numbers are numerous. It would be as well for candidates to note that this is a serious fault and results in the loss of marks." Make a special point of following the advice on the building up of numbers given on page 152.

Finally, in the examination room, study carefully the material placed in front of you and decide, if possible, the approximate subject before consulting the schedules. USE THE INDEX AS A CHECK ONLY. You will find that the time allowed in the examination room is ample.

¹ *Students Problems, Library Assistant*, Vol 32, 1939, pp 183-4.

APPENDIX III

The Main Bibliographical Schemes

Remember that the most you can be asked on the main schemes is to write an essay, i.e. approximately thirty minutes' work. Know what you will include if asked to answer a general question on any one of these schemes, memorize original examples of all distinctive features. These isolated examples will, in addition, prove useful for questions on notation, mnemonic features, indexes, form classes, form divisions, methods of subdivision, book and knowledge classification, etc.

Avoid wild and unsubstantiated criticism of the main schemes. Candidates are too apt to criticize destructively, especially, it seems, the Subject Classification of J D Brown. Remember that *all* book schemes seem imperfect if assessed with the so-called theoretical rules, that all book schemes were designed for a practical purpose, that each should be praised or criticized on the success or failure of its attempt to collect and arrange books in a convenient order for both reader and librarian.

Many examination questions are based on material found in the Introductions to the main schemes, particularly those of the Decimal and Subject classifications. These introductions are worthy of special study by students.

In the Examination Room

Candidates should note carefully the following practical hints for the actual answering of questions.

(1) Most candidates appear to spread themselves on the first few answers, to the detriment of the remainder. This must be avoided. *Work with a watch, allocating twenty-five to thirty minutes only to each answer.*

(2) A clear, simple, concise style is essential. While endeavouring to include every relevant detail, *do not "pad" your attempts.*

(3) Good composition, correct spelling, a decent hand and neat set-out are important factors. *Attempt to attract the examiners' favourable attention.* Use a tabulated method when quoting form divisions, examples of subdivisions, etc., this tends to give your finished attempt a neat appearance.

(4) Avoid the use of such adjectives as "charming," "beautiful," etc. These cannot be applied to classification tables. Few candidates

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are qualified to apply such adjectives as "antediluvian" and "ridiculous"

(5) Whenever possible answer in the essay form, with introductory statement, paragraphs, and concluding sentence, but if question says "enumerate" or "tabulate," do so

(6) Read the question carefully, ascertain what the examiners require before commencing answer, *enter the number of the question only on your paper*

(7) Illustrate your answers as lavishly as possible. The free use of original examples makes all the difference between a good and "parrot" answer. Avoid the use of hackneyed examples taken from the text-books especially in illustrating the theoretical principles. *In particular, do not include the "Rags" examples used in this Primer*

(8) Do not suspect catches in every question

(9) Do not be afraid to express a personal opinion, so long as it is well thought out and supported by your practical experience, but *do not write in the first person singular*

(10) In answering questions on the main bibliographical schemes, *do not give the outline of main classes, etc., in full* unless specifically asked for it, give, in a general answer, a few of the main heads as an illustrative example. Follow this practice wherever possible

(11) When asked for definitions, give a good standard definition, not an essay, with a few lines of simple explanation, and, if possible, original examples

(12) Remember that there are libraries other than public libraries and that a public library has more than a lending department. Whenever possible, consider a question from the point of view of the type of library and its various departments

(13) Write your shortest answer first

(14) Make each answer self-contained and self-explanatory. *Never refer the examiner to a previous answer.*

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